DOCUMENT RESUME

ED 465 397 JC 020 425

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TITLE Toward Achieving a Seamless Curriculum: A National Study To Assess the State of Articulation and Transfer in Communication Programs at Two- and Four-Year Institutions.

PUB DATE 1997-00-00

NOTE 186p.; Submitted in partial fulfillment of the requirements for the degree of Doctor of Arts in Community College Education at George Mason University.

PUB TYPE Dissertations/Theses - Doctoral Dissertations (041) -- Tests/Questionnaires (160)

EDRS PRICE MF01/PC08 Plus Postage.

DESCRIPTORS *Articulation (Education); *College Faculty; *College Transfer Students; Communications; *Community Colleges; Higher Education; Journalism Education; Teacher Attitudes; *Transfer Rates (College)

ABSTRACT

This national study surveyed communication faculty and administrative members in the Community College section of the National Communication Association to assess and determine the state of articulation and transfer between two- and four-year institutions. It surveyed faculty members to determine if transfer rates from the communication discipline are similar to overall national rates. Articulation and transfer problems in communication programs were analyzed, conceptualized, and categorized using Knoell's four-part typology of articulation problems. Results suggested that articulation, in terms of problems, issues, and importance, seems to have remained relatively the same over the past 33 years. The communication discipline appears to share similar problems, concerns, and issues regarding articulation and transfer as do other disciplines. Many of the problems, at least from the perception of two-year college faculty and administrators, can be mediated through more effective, timely, and accurate communication. Also, direct faculty involvement, as well as an institutional-wide commitment to and support of articulation activities, can reduce the obstacles communication students face in the transfer process from two- to four-year institutions. Specific recommendations for faculty, administrators, state systems, and professional associations are offered, as are suggestions for future directions and further inquiry. Appended are the survey and survey letter, institutional information, and selected survey responses. (Contains 18 tables and 64 references.) (Author/EMH)

Toward Achieving a Seamless Curriculum: A National Study to Assess the State of Articulation and Transfer in Communication Programs at Two- and Four-year Institutions

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Arts in Community College Education at George Mason University

by

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Summer 1997
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Acknowledgments

The writer is grateful to and appreciative of four people who were particularly supportive from the initiative stages of defining and developing the study through the researching and writing up of the findings. These four people served as mentors, advisors, and encouragers.

Dr. Don M. Boileau, Chair, Communication Department, George Mason University, has inspired me as the pioneer student and first to graduate with Communication, as a knowledge area, to complete a national study that would have practical value and significant import to communication programs at two- and four-year institutions. His commitment to completing a study that extols these ideals and spirit has been a constant, yet gentle source of encouragement and inspiration.

Secondly, I am thankful for George J. Gangloff, Associate Dean of Student Services, who has been extremely generous in sharing his real-world applied knowledge, experience, and resources with me. He is generous in spirit as well as in mind.

I am grateful to Dr. Roy Berko for his supportiveness of the Community College section of the Speech Communication Association (SCA) where this study was initially announced and piloted. As well, I appreciate the participation and work of Dr. Gilbert I. Coleman and Dr. Bruce Manchester as members of my committee.

Finally, Watcharin Henry Photangtham has provided continued support and encouragement both as a friend and technical consultant for computer-related applications.

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ABSTRACT

TOWARD ACHIEVING A SEAMLESS CURRICULUM: A NATIONAL STUDY TO ASSESS THE STATE OF ARTICULATION AND TRANSFER IN COMMUNICATION PROGRAMS AT TWO- AND FOUR-YEAR INSTITUTIONS

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George Mason University, 1997

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This national study surveys communication faculty and administrative members in the Community College Section of the National Communication Association to assess and determine the state of articulation and transfer between two- and four-year institutions. To achieve this goal, the study first reviews the national scene of articulation and transfer with an eye toward identifying issues and problems afflicting those processes. Secondly, it surveys faculty members to determine if the communication discipline is similarly affected as the national scene. Articulation and transfer problems in communication programs are readily analyzed, conceptualized, and categorized using Knoell's original four-part typology of articulation problems. Results suggest that the articulation scene, in terms of problems, issues, and importance, seems to have remained relatively the same over the past 33 years. The communication discipline appears to share similar problems, concerns, and issues regarding articulation and transfer as do other disciplines. Findings suggest that many of the problems, at least from the perception of two-year faculty and administrators, can be mediated through more effective, timely, and accurate communication. Also, direct faculty involvement, as well as an institutional-wide commitment to and support of articulation activities, can reduce the obstacles communication students face in the transfer process from two- to four-year institutions. Specific recommendations for faculty, administrators, state systems, and professional associations are offered as well as suggestions for future directions and further inquiry addressing issues and problems related to articulation and transfer.

CHAPTER 1

Review of Literature

Significance: Rationale for Study

Issues in higher education often wax and wane in terms of the relative attention received from their internal and external constituencies. Two issues began to receive considerable attention from various levels of the academy dating from the late 1950's and early 1960's (Riegle & Williams, 1990). Pioneer efforts by Knoell and Medsker (1964) defined such issues as transfer and articulation between community colleges and baccalaureate institutions as areas worthy of study by the academy. Their seminal longitudinal study, examining more than 8,000 students enrolled at 345 two-year colleges in the United States, initiated an interest in studying the transfer and articulation patterns and problems students face upon transferring from and between two- and four-year institutions.

The 1987 American Association of Community and Junior Colleges (AACJC) Public Policy Agenda stated that the transfer and articulation success of community, technical, and junior college students is a top priority (Donovan, Peleg, Forer, 1987). The AACJC also stressed the importance of the community college's role in facilitating such processes for at-risk populations, including urban, minority, and ESL students (Donovan et al., 1987). Research interest has both reflected and fueled the notion that transfer and articulation issues are rapidly becoming big business for higher

education and its various constituencies and publics. This concern was particularly felt as the traditional applicant pool of high-school graduates entering the halls of higher education continued to dwindle from the mid-1980's through the mid-1990's. The numbers of new traditional students also slowed, and overall enrollments, at best, experienced dismal growth rates of approximately one percent. Due to recent-felt pressures from the waxing and waning of incoming students, both native and transfer, from the great influx of students to the great dearth, transfer students are increasingly being viewed as a "panacea population," a group that, if well managed, can mediate the dynamic flow of students from two- to four-year institutions and help stabilize and build enrollments.

Afterall, more than one-half of all students enrolled in higher education began at a community college (Alfred & Peterson, 1990; Schultz, 1971). As early as 1971, research indicated that there are more community college transfer students than native students in upper-division enrollments at many senior colleges (Schultz, 1971). Community college transfer students constitute 45% of all students presently enrolled in our systems of higher education. Community colleges enroll 50% of our nation's full-time freshmen (American Association of Community Colleges, 1996). This panacea population can be maintained if we anticipate, define, and mediate the problems they face transferring from a two-year to a four-year institution. We need to remove the barriers and obstacles to student transfer mobility, whether real or perceived.

The need to recognize the value of these students, for all segments and tiers of higher education, is imperative. The community college, or fourth tier of higher education, is not the only level or institution that will be impacted by the shrinking pool of available students pursuing higher education. Four-year institutions continue to feel the pressures to maintain and increase present enrollments. They will turn to the community college for more students who will stabilize the declining numbers of new and traditional freshman who attend their institutions. Sluggish enrollments in the secondary schools will concomitantly be felt by institutions of higher education as students continue through the academic pipeline. However, the "post-war baby boom echo," the children of the post-war baby boomers, is beginning to expand enrollments at our secondary schools, a pattern that will yield productivity benefits at community colleges before the turn of the century (Gangloff, 1997). The result will be continued and expanding competition among all segments and institutions of higher education for this pool of students, particularly those who have demonstrated high levels of performance.

Major four-year institutions, both public and private, appear to be intensifying their efforts to attract, recruit, admit, and maintain transfer students from the community colleges. As the number of new traditional students grows slowly, we can speculate that these energies will continue to be well spent. The greater the perceived need to maintain enrollment figures, the more likely these senior institutions will seek

to admit students and cooperate more willingly and openly with two-year schools on issues of transfer and articulation.

These trends will be facilitated as the community college continues to define its rightful place as a credible and competent player in our system of higher education. Historically, in American higher education, community colleges have enjoyed an increase in validity and credibility and a concomitant decrease in their adjunctive nature to four-year institutions (Palmer, 1987). So much so, that the community college has enjoined the ranks of the American education system as a fourth tier and earned the respect that rightfully comes with that position. As Priest (1974) suggests, the community college has moved toward a posture of independence in relationship to the senior institutions in its service area. The senior, or four-year counterpart institutions, have had to accept the fact that the community college is a major player in higher education, one that can help them deal with enrollment management issues.

Articulation and transfer issues become crucial to all institutions of higher education as they seek to become more productive, to do more with less, to become more accountable and less financially dependent on funding external to tuition monies. Articulation actions are supported by legislative officials as they have tired at the prospect of paying for courses twice and for defending such expenditures to their constituencies.

The Importance of the Transfer Function

The community college and its many functions-- transfer education, occupational/terminal education, and community service/education-- have become clearly defined in the missions of today's two year colleges. Its various publics have welcomed community colleges and their rapidly changing composite missions and visions as they seek to meet the changing needs of students in their service areas. Of these missions, the transfer function, although only one among many, cannot be ignored as it plays a major role in the perception of overburdened taxpayers. The decreasing role of the transfer function, however, has not bolstered public perception of community colleges, which has traditionally and myopically viewed academic transfer as the primary function of a community college. Yet, the shift away from the transfer function merely reflects student enrollment patterns toward occupational education and community education and away from traditional academic transfer courses (Bogart & Murphy, 1985; Kissler, 1982; Kintzer, 1982; Kintzer & Wattenbarger, 1985; Knoell, 1982; Knoell, 1990; Vaala, 1988).

However, the continued dwindling of state support for public institutions may stimulate an increase in transfer students in the coming decade. Also, the trickle-down effect may begin to work to higher education's advantage. As students begin to perceive that the path to transfer becomes less and less muddied with barriers, community colleges will maintain and increase their enrollments and transfer function energies. As these paths translate into a more efficient lock-step progression, the

building of applicant pools may increase exponentially rather than at the currently sluggish growth rate of 1% per year. More students will perceive that their educational path from the two- to four year institutions will be more efficient and effective. Improved articulation will protect the mobility of students in trying to attain their educational goals. They will realize the benefits of a seamless curriculum, one where the transfer and articulation of courses works smoothly and efficiently. For example, the Virginia Community College System has clearly defined programs and course specific articulation agreements that benefit the transfer student when he or she graduates from Northern Virginia Community College (NOVA) and enrolls at George Mason University (GMU). Transfer information is available to faculty and students via websites and hard copy on all campuses at both institutions.

The Importance of Articulation

Toward achieving more efficient and effective articulation is a goal shared by all tiers and all constituencies of higher education. State boards, legislators, colleges and universities, and of course, students themselves, want effective articulation as they continually face financial problems in trying to provide and receive quality educational opportunities for all students beyond high school.

The centrality and value of articulation agreements among these public agencies is discussed by Bogart and Murphy (1985):

> Articulation agreements at the post-secondary level appear to be effective in facilitating the transfer of the community college student and, in the view of

> the writers, provide a valuable service to the student. As the number of high school graduates available to enter into university study decreases, a carefully developed and broadly accepted articulation agreement becomes an effective marketing tool by "guaranteeing" community college students of all ages who want to transfer, junior standing in the upper division institution with no loss of credit while, at the same time, assuring the receiving institution with no loss of credit while, at the same time, assuring the receiving institution that a uniform and acceptable transfer process has been followed. Both elements are crucial if quality is to be championed in the rapidly changing environment of higher education. (p. 20).

Such an ideal not only helps institutions serve students, but prevents cascading problems, such as the non-transferability of classes during the transfer process, which later create a series of surprises during a student's first semester or even manifest themselves as late as graduation.

Effective and efficient transfer and articulation will attract more students who perceive that they can complete their educational goals without endless paperwork or needless repetition of course work. To achieve this efficiency, in 1985, the Florida Formal Agreement Plan specified:

> After a public institution of higher learning in Florida has developed and published its program of general education, the integrity of the program will be recognized by the other public institutions of Florida. Once a student has been

> certified by such an institution as having completed satisfactorily its prescribed general education program, no other public institution of higher learning in Florida to which he may be qualified to transfer will require any further lower-division general education courses in his program. (Kinzter & Wattenbarger, 1985, p. 25).

Such system-wide decision-making facilitates the transfer process and lessens the need for general education articulation by certifying the program and not course equivalencies.

Better articulation encourages students to achieve the highest level of education possible based upon their needs and aptitudes. The resulting immediate and significant enrollment increases will help colleges meet the need to diversify their populations, a need that is felt by all sectors of higher education (Bender, 1990; Kintzer, 1982; Menacker, 1975; Watkins, 1990; Wechsler, 1989).

Community colleges currently enroll more minority students than four-year institutions and more ethnic minorities begin their educational careers at community colleges than four-year colleges (American Association of Community Colleges, 1996; Watkins, 1990). Many four-year institutions can reap the benefits of the traditionally underserved heterogeneous student body found in today's community college (Wechsler, 1989). Four-year schools can tap into this qualified pool of transfer students, many of whom represent an ethnic minority, and can easily increase their minority student enrollments. The relationships that are initiated, as the two- and four-

year institutions begin to communicate, can only benefit both institutions. Further, articulation relationships can help institutions preserve the freedom to experiment with innovative academic programs. Finally, public perceptions of good will by the community can be enhanced through these effective articulation agreements.

Pressures, Variables, and Trends

Many challenges confront community colleges. These pressures exact influence on community colleges and four-year institutions to hear the call for effective transfer and articulation. These challenges urge the community colleges not to ignore, but to embrace the transfer function, to recognize that it is a viable and worthy function within their mission and vision statements. As we approach the new millennium and beyond, community colleges face many challenges including changing enrollment patterns and student composition, spatial concerns, and the role of the developmental function.

First, fewer students are actually earning associate degrees before they transfer (Barkley, 1993). Next, students are demanding to be trained and retrained, not just for transfer education, but for gainful employment. Some of these students want not to be labeled as transfer or terminal. And some occupational students want not to be "locked in" to career programs as such labels stigmatize the transfer of credits for such course work or programs (Brint & Karabel, 1989). In fact, we need to be aware of the changing patterns of community college students who often seek both employment and transfer opportunities and those who fluctuate from vocational/technical education to

academic transfer. Articulation becomes more complex as community colleges focus on multi-purposes and functions (i.e., transfer, vocational/technical education, community service, and developmental programs). The dynamic needs of students require that successful articulation processes accommodate their unique enrollment patterns and mix of academic and vocational/technical course work.

The following enrollment patterns of current students can impact articulation. Patterns include engaging in vertical transfer, or transfers from a lower to higher-tier institution, horizontal transfer, or transfers between and among similar levels of the academy, and reverse transfer, or transfers from a higher-tier to a lower-tier institution. Students can also swirl, or drop-in and drop-out, and enroll simultaneously at multiple levels and types of institutions of higher education. The increasing transient and mobile nature of our students can wreak havoc when it comes time to transfer between and among various levels of academia. The swirling, or drop-in and drop-out student, poses challenges that must be met by students and the institutions they attend (Barkley, 1993; Santos & Wright, 1990).

Next, community college enrollments will be impacted by the bolstering of admission standards for first-year, native as well as transfer students, at four-year institutions. As Bender (1990) warns, these changes in standards and admissions are not always well-communicated to the community colleges who serve as feeder schools. Issues such as admission standards can pose complex problems that further complicate the transfer and articulation process and therefore merit further attention.

How, for example, can we establish standards for transfer students? Should these standards be defined by admissions personnel, faculty members, or other non-teaching administrators? Should such standards be based upon GPA, and if so, how do we determine the appropriate grade standard? Yet, increased selectivity and competition for both first-year and transfer students can negatively impact the successful transfer for our students.

An aging population pervades all units of higher education and this trend must be recognized (Palmer, 1982). Not only are we experiencing a graying of the faculty, but also a graying of the student population. The mean age for community college students nationally, of approximately 29 years of age, impacts the likelihood of whether students will conclude their studies at the associates or continue on for the baccalaureate degree (American Association of Community Colleges, 1996). We can influence their desire to pursue education beyond the associates degree by addressing articulation roadblocks to their educational goals.

Community colleges face a continuing demand to maintain a relatively heterogeneous student body stratified with respect to race, age, ethnicity, preparedness or readiness to engage in college-level work, previous educational experience, interests, goals, and objectives being pursued at the community college. Community colleges actively recruit women, ethnic minorities, and those students who possess physical and developmental handicaps (American Association of Community Colleges, 1996; Knoell, 1982, 1990). In fact, approximately 47% of all minorities in

college attend community colleges while more than one-half of all students with disabilities attend public community colleges (American Association of Community Colleges, 1996). Women make up 58% of the enrollment at community colleges (American Association of Community Colleges, 1996). Yet, the relatively small number of transfer students who represent an ethnic minority may lead to increased efforts by two- and four-year institutions to bolster such enrollment populations. Administrative efforts, however, cannot stop at increasing enrollments, but may also need to focus on programs that can ensure the transfer, retention, and success of such students (Knoell, 1982, 1990).

Changing student interests, from primarily transfer education to vocational/technical education, represents yet another trend that community colleges now need to consider. Unemployment and underemployment of baccalaureate and advanced degree holders can only fuel this trend. The increased vocationalization of the curriculum can pose problems later when students attempt to transfer those lower-division technical courses. However, legislation can mediate against problems experienced in attempting to transfer occupational and technical courses. In 1995, for example, the state legislature in Indiana mandated that four-year institutions must accept, as transfer credit, courses from two-year technical colleges.

Space is another variable that can affect transfer and articulation. Community colleges helped fill a dearth of space present in the four-year institutions resulting from enrollment increases following the post World War-II baby boom. However, with the

declining number of high school students, which all institutions are scrambling to attract, the need for community colleges to provide space for these students is waning (Knoell, 1982). A decreased need for community colleges in the higher education scene can exacerbate articulation processes. Institutional scrambling increases as capital expenditure and outlays increase. Now, in the mid- to late 1990's, enrollments have begun to reflect the greater number of traditional students as the Post-War Baby Boom Echo begin to enter higher education (Gangloff, 1997).

Finally, the remediation or developmental function of the community college has ensured, for these institutions, a proper place in the larger scheme of higher education. That function and/or role, however, is no longer the sole propriety of the community college. Today, many four-year institutions have supplemented their other college functions with developmental and remediation programs that compete with and divert students away from the community college (Knoell, 1982). One might ask, however, if four-year institutions are prepared to meet the unique challenges of remediation, having had limited experience, interest, and success in that arena? Patterns suggest than many four-year institutions are more than happy to abdicate such responsibilities to two-year institutions (Gangloff, 1997).

Defining Articulation

The term articulation, until fairly recently, conjured up images of a speaker concerned with proper voice control and pronunciation. Articulation, in an academic context, originally referred to as school and college relations, has come into its own as

a term and area worthy of study. However, a source of the confusion and nemesis lies in the fact that a myriad of definitions exist to obscure just what articulation entails. This multiplicity of definitions is further exacerbated by its confusion with yet another important and intimately related and connected college function, college transfer.

Articulation, according to one college president, "is the linkage in progress along the learning continuum," progress that involves skills, insights, wisdom, and content-specific issues (Menacker, 1975, p. 1). Frederick C. Kintzer, an articulation authority, defines articulation as a method or process of joining together, ordering the continuous, smooth flow of students from one grade level or school to another (Kintzer, 1973, p. 1). More broadly interpreted, articulation focuses on interrelationships between schools and colleges, and other institutions- all activities that affect the movement of students (Kintzer, 1973; Menacker, 1975).

Another chief researcher, Leland Medsker, suggests articulation has to do with facilitating the transfer of students from one school to another. Dorothy Knoell, a pioneer researcher in articulation, has defined articulation as the process for aligning courses and programs that are offered by two or more institutions (Knoell, 1990). This definition reflects the reality of credit transfer which, from the student's perspective, is a key ingredient in the economic cost of transferring. Wechsler (1989) defined articulation as the continuity in course work within and between institutions.

Kintzer and Wattenbarger (1985) have also suggested that articulation is a "generic term that refers to the entire range of processes, relationships, and functions

in the systemic movement of students interinstitutionally and intersegmentally throughout post-secondary education" (p. iii).

Those educators who take a student-oriented perspective, embracing the notion of the "student-as-consumer," define the concept in terms of how the articulation process can aid the student. For example, Healy (1991) defined articulation as the "process of providing, through communication, mutual support among high school guidance counselors, college admission counselors, and college transfer counselors in their efforts to perform college-admission-related-tasks" (p. 3). In short, if administrators perceive they are mutually supported, so to, will students.

The aforementioned definitions share many characteristics of what ideally is a communication-rich process between and among two- and four-year institutions whereby mutual understanding, respect, and cooperation are requisite for achieving true and successful articulation outcomes that benefit students, not just institutions. Further, we can glean the concept of a seamless curriculum from these variant definitions. Students can successfully transition from one or another two-year institution, to one or another four-year institution, drop-in-drop-out, swirl, or make horizontal and vertical articulation and engage in transfer, by transcending organizational units and tiers. From this perspective, education can fall out on a continuum that transcends and obscures the variant tiers of higher education as students seek to progress through our educational system (Menacker, 1975).

Articulation and its associated processes and functions can be readily distinguished from the processes associated with transfer. While the former has more to do with servicing the student and his/her needs, the latter has more to do with the specific functions and mechanics related to the exchange of credits, courses, and curriculums. Articulation, then, is a more generic term capturing a greater breadth of activities and processes, while transfer has greater specificity, referring to one of those process (i.e., the mechanics of credit and course exchange). In contrast, coordination is focused on institutional budgets, building programs, and other state, societal, and non-student-specific interests (Knoell & Medsker, 1965; Vaughan & Dassance, 1982).

As Knoell (1990) explained in the follow up to her seminal study, articulation and transfer are simultaneous processes that can work together to help the student progress efficiently through the educational system. She defined successful articulation and transfer as the smooth flow from level-to-level and between institutions with minimum loss of time and credit and opportunity for those who desire to start late, stop or drop-in and out, and change direction en route to completion of a baccalaureate degree (Knoell, 1990).

Articulation is best conceptualized in its broadest sense, thereby capturing its multitude of functions, with transfer being just one. We will include in our definition of articulation the notion of collaboration, where an equal sharing of responsibility and cooperation for these activities between two- and four-year institutions needs to be realized, not a model whereby power is relinquished from the community college and

invested in the senior or four-year institution to either grant or deny acceptance of courses and credits (Bender, 1990; Knoell, 1990). We will include articulation and transfer issues in our discussion.

Finally, two other components must be included in any comprehensive definition of articulation: process and attitude (Kintzer & Wattenbarger, 1985; Knoell & Medsker, 1965; Menacker, 1975). Articulation is best conceptualized as both a process and an attitude, with the latter component being most important. The ultimate success relies upon the interdependent, cooperative attitudes of responsibility between both sending and receiving institutions; otherwise there can be no workable, functional process. Faculty attitudes are therefore crucial to mediating articulation problems.

Now that we have defined articulation, for the purposes of this research, as a *process and cooperative attitude aimed at achieving a lock-step progression for students transferring from two- to four-year institutions*, we can next define a typology for classifying articulation agreements.

Typology of Articulation Agreements

Kintzer (1973) defined a three-part typology of articulation agreements or styles: 1) Formally and Legally-Based Policies (e.g., Florida, Illinois, and Georgia). 2) State System Policies (e.g., North Carolina and Washington). 3) Voluntary Agreements between Individual Institutions and Systems (e.g., California and Michigan). Table 1 defines the articulation types used across the country. Approximately one-half of the states can be characterized by the first and second

patterns; the remaining one-half rely on voluntary agreements, according to Kintzer and Wattenbarger (1985).

Table 1

Patterns of Articulation/Transfer Agreements**

Formally & Legally Based Policies	State System Policies	Voluntary Agreements Between Institutions or Within Systems
Florida	Alaska	Alabama
Georgia	Arizona	Arkansas
Illinois	*California	*California
Massachusetts	Hawaii	Colorado
*Nevada	Kansas	Connecticut
Rhode Island	Kentucky	Delaware
*South Carolina	Maryland	Idaho
Texas	Minnesota	Iowa
	Missouri	Louisiana
	Nebraska	Maine
	*Nevada	*Michigan
	New Jersey	Montana
	*New York	New Hampshire
	*North Carolina	New Mexico
	North Dakota	*New York
	Oklahoma	*Oregon
	*Pennsylvania	Pennsylvania
	South Carolina	South Dakota
	Utah	Tennessee
	(1) Virginia	Vermont
	Washington	Wyoming
	West Virginia	
	Wisconsin	

*Note. States that adhere to more than one pattern. **Note. Kintzer & Wattenbarger, (1985). 1- has state policy but depends on voluntary compliance and agreement.

Formally/legally-based policies use statutes and regulations as a basis for policies regulating articulation and transfer. States (e.g., Florida and Illinois) adhering to this pattern of articulation share several characteristics (Kintzer & Wattenbarger, 1985). These polices:

- specify breadth of general education acceptable for transfer.
- emphasize completion of associate degree prior to transfer.
- define legal nature of agreements (i.e., state law or code).
- provide for inclusion of articulation and transfer provisions.

State system policies, such as North Carolina, Washington, or Virginia, are typically enforced by state boards or agencies. System policies focus more on the process of transfer and less on articulation processes. Approximately 20 states can be characterized by this articulation type where community college systems dominate.

In the Commonwealth of Virginia, the State Policy on Transfer regulates activity between and among two- and four-year institutions in Virginia. The State Council of Higher Education (SCHEV) has successfully defined a framework within which voluntary institutional agreements can emerge between state institutions such as NOVA and GMU. For example, the Inter-Institutional Articulation Committee, composed of faculty members from all disciplines at NOVA and GMU, meets regularly to ensure effective articulation and transfer of course credits between the two institutions. In this case, the state system empowers faculty to sponsor courses they deem relevant for articulation and transfer. Further, the state policy on transfer in

Virginia also stipulates that students have a right to receive an evaluation of transfer credit prior to their first enrollment at the receiving institution.

Finally, voluntary agreements between and among institutions and systems are characterized by an informal, individualized approach rather than legislative fiat. California and Michigan follow this pattern. California has viewed articulation and transfer according to this pattern, adopting and following The California State University/Community College Agreement. This agreement allows for greater flexibility and negotiation than is otherwise available at other California institutions (e.g., University of California).

Generally, the movement has been toward increasing state involvement and more formalized articulation patterns that are often supported and enforced by statewide policies and regulations. However, the need for maintaining voluntary agreements has not waned and should not be ignored (Kintzer, 1976). Articulation agreements began first, informally, in the Midwest, and then moved south and west as other institutions began to develop a more formalized rapport between and among themselves. Formalized agreements did not come later, until the 1970's, when Florida, Illinois, and then Georgia established "legally-based" plans. Presently, the national scene, in terms of articulation patterns, has changed little. However, some states have been reclassified or follow more than one articulation pattern (Kintzer & Wattenbarger, 1985).

In summary, approximately half of the states adhere to formally/legally based and/or state system policies, while the remaining half of the country follows the more loosely defined voluntary agreements. Table 2 provides a synthesis of the literature vis-à-vis the pros and cons, strengths and weaknesses, or benefits and costs, associated with the three types of articulation agreements defined in Table 1, culling all the works cited in this research with specific references to Kintzer and Wattenbarger, 1985; Knoell and Medsker, 1964; and Knoell, 1990.

Table 2

Pros And Cons of Tripartite Articulation Typologies

Formal		State		Voluntary	
Pro	Con	Pro	Con	Pro	Con
Benefit schools, systems, and states	Ignore student needs	Greater focus on transfer and its associated processes	Too focused on specific problems (i.e. between pairs of colleges) that are not related to other schools	Establish working relationships	Inefficient, inconsistent; subject to faculty attrition and retirement
Specificity and efficiency of agreements to move students through system	Ignore transfer of credits for those who do not complete associate's degree	Specific formulas for granting credits	Can't replace established relationships between institutions	More likely to be followed	Unorganized
Standardized		States are stronger and more assertive	Equal representation from all types and levels of institutions is difficult to achieve, particularly from private or independent four-year schools	Individualized and Benefit Student	Limited financing for this pattern

Formal		State		Voluntary	
Pro	Con	Pro	Con	Pro	Con
Emphasis on AA degree as mechanism for transfer		Policies are operable and enforceable	Lack of authority to define and enforce agreements as penalties sanctions are not used when agreements are not kept	Articulation is perceived as process and attitude	Angular decision making (how do we translate agreements into action)
			Focus less on articulation	Maintain involvement of con-stituencies	
			Failure to communi-cate agreements to all institutions and appropriate staff	Communica-tion supportive	
			Outdated and atrophied	State agencies remain as 3rd party cooperators and mediate between and among institutions	

Formal		State		Voluntary	
Pro	Con	Pro	Con	Pro	Con
			Micro-focused management by policies and administra-tive control Weak	Primacy and integrity of institutions, academic departments is preserved, respected, and protected	

Locus of Control

Kintzer (1976) argued that a dichotomous relationship exists between two conflicting and competing directions or pulls in articulation and transfer: state versus institutional primacy or control. The former is characterized by the first two patterns of articulation, while the latter is characterized by the third pattern, voluntary agreements. Community colleges are the "middlemen" in articulation/transfer processes (Kintzer, 1973). Functionally and operationally, responsibility for establishing and applying articulation policies and practices that affect itinerant students belongs to the community college or at least the academic institutions involved (Kintzer, 1976). The pendulum clearly needs to fall on the institutional side where voluntary, informalized relationships can begin.

A 1973 Report of the Carnegie Commission on Higher Education reflected a similar concern regarding relinquishing regulation from statewide control and returning it to the institutions themselves. The call for legislators and governors was for support and advisement rather than administrative control. Consistent with our previous definition, articulation should be voluntary among institutions rather than legally-mandated. Since articulation is both a process and an attitude, distinct advantages result from having articulation machinery voluntary, particularly with respect to procedures for reaching agreements. The most effective agreements are those that provide direction, clarification, and assistance to faculty who can in turn advise and facilitate the articulation and transfer of students from two to four-year

institutions. Agreements need to be broad enough to provide an efficient system and structure for operation, yet specific enough to be useful and responsive to the nuances and problems associated with disparate curriculums (Dutka & Weinman, 1991). This is, in part, because transfer is a national issue operating in a local context (Alfred & Peterson, 1990).

Problems

Articulation problems involve people (including students), institutions (senior and community colleges), procedures, and specialized accrediting agencies (Knoell & Medsker, 1965; Wattenbarger & Medford, 1974). Articulation problems between two and four-year institutions can be classified into four broad categories (Knoell, 1964; Knoell & Medsker, 1965; Menacker, 1975) . 1) Student: their choice of program, degree goals, and colleges, in relation to their academic and economic resources available, characteristics, and the requirements of the colleges and programs available to them. 2) Curriculum and Instruction: guidelines for accepting transfer credit; establishment of standards and degree/program requirements; coordination of teaching methods, materials, and examinations; evaluation of grading standards; and preparation of college faculty, both full and part-time. 3) Student Personnel Services: development and maintenance of financial aid and transfer orientation programs and exchanges of information to improve and facilitate counseling about transfer at both the two- and four-year levels. 4) Facilities and Resources: changes in personnel, including faculty and administrators who do not recognize prior articulation

agreements, establishment of enrollment quotas and priorities, strategies for diverting students to community colleges, differentiation in specialized programs offered by two- and four-year institutions, shared use of specialized facilities such as libraries and labs, and coordination of academic calendars (e.g., semester versus quarter hours).

Wechsler (1989) defined seven barriers to effective transfer rather than articulation. His categories, or headings, as he calls them, can be subsumed under Knoell's four-part typology defined above. His classificatory system includes: 1) Academic and Articulation Barriers; 2) Inadequate Support Systems; 3) Economic Barriers; 4) Bureaucratic Barriers; 5) Geographic Barriers; 6) Age Impediments; and 7) Racial and Ethnic Concerns.

The remaining discussion will synthesize the problems in articulation between two- and four-year institutions using Knoell's four-part typology or classificatory system. Wechsler's concerns will be integrated into these topics and not treated separately. Her problem areas are as appropriate today as they were when originally defined in 1964. In fact, in terms of the categorization of problems, the articulation scene seems to have remained relatively the same over the past three decades. Additionally, a discussion of disparate perceptions of articulation barriers between two- and four-year faculty and students will be included.

The Student

Students often make external attributions as to the antecedent condition or cause of their articulation problems. They frequently cite communication problems,

including inadequate information and advice, faulty transfer agreements, or information problems such as dated, inaccurate information (Ballmann, 1986; Kintzer, 1973; Knoell, 1990; Schultz, 1971; Vaala, 1988; Wechsler, 1989). Despite the frequent external attributions made by students, many problems were just as likely to be internal, yet such attributions were rarely made. Students who drop in/out, swirl, experiment, switch between academic transfer and vocational technical education, change majors and/or programs, and who mill around, can only exacerbate an already complicated and overburdened process.

In her seminal study of transfer students, Knoell's (1965) interviews revealed that students believed community colleges were concerned about articulation and transfer problems. However, she concluded, students felt that community colleges lacked any formalized, systemic attempt to appraise and remedy the transfer problems. Students believed that community colleges could and should remedy such problems. Consistently, students stressed the need for more timely, accurate information about the colleges to which they aspired to transfer. Pre-transfer visitations were offered as one solution. Poor, inaccurate, dated information often resulted in problems for these students. Problems included not knowing that the four-year institutions to which they transferred did not offer their desired major, failure to complete lower division course requirements and prerequisites for higher division work, lack of information regarding costs of tuition and other expenses, and failure to realize they were in danger of academic warning or probation.

The need for information by transfer students is perhaps more acutely felt than by their native freshman counterparts. While they may have a more defined academic focus, they also have more defined and focused questions and needs for information. This need is exacerbated by their personal lives which are often more complex, harboring greater levels of distractions from and diversions to maintaining and achieving their academic goals (Clouse, 1991).

From the student's perception, communication emerged as the third major articulation problem (Healy, 1991; Knoell & Medsker, 1965; Shishkoff, 1991). This student perception is corroborated by state and institutional representatives who feel that articulation efforts are undermined by a lack of communication between two- and four-year segments of higher education (Ballmann, 1986).

Student Characteristics

Community college students, by their very nature, complicate the articulation process to four-year institutions. Many, if not most students, do not complete the associate's degree prior to transfer. Such individual action negates general education mandates by the state and relegates the student into having to adapt to general education transfer requirements at the receiving institution. Many students drop in and drop out while their accumulated credits are subject to attrition and expiration because of the discrepancy between when they were earned and when they are later needed for transfer. For example, students from NOVA need both Psychology 201 and 202 for a total of six credits to equal what many institutions in Virginia accept as the general

psychology (three credit) requirement. However, attrition and fall out patterns suggest that "lag-time" between two courses poses problems for successful completion of second-sequence classes.

The problem of "milling around," or students who fail to define and put together a comprehensive program of study and drop-out without amassing enough credits to complete a degree or even obtain employment, is considered the dark side of the open-admissions, open-door policy of community colleges (Grubb, 1990). Nontraditional patterns of attendance, including such common practices as late entry, part-time enrollment, drop in/out, full-time work schedules, summers off, all impede the seamless "lock-step" transition or progression from two to four-year institutions (Grubb, 1990).

Another sub-category of students, the experimenters, also impacts transfer and articulation, as they are non-matriculated, have non-declared majors, and enter academia to try out the college experience. Many often come in and drop out in one semester, without course completion, and if they return, they have subsequently amassed a record of F's at the beginning of their program. Some of these students are overwhelmed by transfer shock and add to the frustration of attrition noted by college administrators and admissions personnel.

The swirling phenomenon necessitates that community college faculty reconceptualize their traditional assumptions regarding transfer patterns (Santos & Wright, 1990). For, according to this pattern, students can, and often do, enroll

simultaneously or consecutively at two- and four-year institutions, or may attend any combination of different community colleges and/or four-year colleges and universities. In short, the swirling concept can clearly affect articulation relationships and machinery.

Similarly, students who change their minds midstream in their educational programs further complicate matters (Menacker, 1975; Schultz, 1971; Watkins, 1990). Changing programs and degrees is most detrimental when students change from vocational/technical programs to traditional academic transfer programs, or move between the two program areas. Often, courses labeled "vocational/technical" are not designed to transfer; at best students may receive general or elective credit, not credit toward their major (Brint & Karabel, 1989; Kintzer, 1973).

Labels such as "terminal" for the vocational/technical courses and "transfer" for the traditional academic courses hurt students who may later decide to go on after doing well in a particular vocational/technical area (Menacker, 1975). For some, this unrealistic dichotomy ensured by deterministic labeling and pigeonholing students disables them from moving between vocational/technical and traditional academic courses and programs.

Other labeling, such as designating courses as either "lower" or "upper" division, can be problematic for students who aspire to transfer. Labeling can also arbitrarily relegate and further delineate the differences between two- and four-year institutions, perpetuating the notion that community colleges can only effectively teach

the first and perhaps the second year of "lower" division courses. And in Virginia, for example, second-year or sophomore communication classes are rare. Finally, students were impacted by the labeling of courses and faced barriers such as the limitation of transfer credit or diminished credit when such labels were designated without examination of course content (Bogart & Murphy, 1985). Students become frustrated when the lower division community college course is not eligible for upper-division credit even when the same textbook, assignments, and/or faculty are used.

A final internal student characteristic has more to do with social rather than academic readiness for entering four-year institutions. Research has clearly defined transfer shock and other attitudinal adjustment problems associated with the transfer process (Menacker, 1975). "Nationally, transfer shock is well documented in drops of .3 to 1.0 in grade-point-averages in the first year at the senior institution, but in Virginia, community college students recover after the first semester to earn grades in subsequent terms equivalent to their performance at the community college" (State Council of Higher Education for Virginia, 1997, p. 8). Students often come harboring fears and insecurities as to whether they will be able to perform at the requisite level required at four-year institutions. Lack of confidence, resources, both emotional and financial, academic, and social support systems are all areas that need to be met to facilitate the successful movement of students within our systems of higher education.

Curriculum and Instruction

Problems in curriculum and instruction largely are affected by the middleman role that community colleges have precariously found themselves playing in the higher education scene. Without a doubt, one of the most important needs in many states is for greater coordination between two- and four-year colleges (Medsker, 1960). Often, this coordination can be achieved by institutions cooperatively defining and agreeing upon articulation agreements by faculty within their particular disciplines. Research has clearly shown that the protection of community college student need is best achieved through such articulation agreements (Knoell & Medsker, 1964, 1965; Nelson, 1971; Schultz, 1971).

However, increasing numbers of students may overly burden the inadequate articulation machinery in place in many states and in many institutions. Further, community colleges have become ingrained in the pattern of relinquishing control to their senior institutions regarding transfer and articulation responsibilities. The pecking order tradition present in higher education results in curriculums being structured from the top down, from the senior institutions to the community college (Kintzer, 1976; Schultz, 1971). Since four-year schools generally have the power to reject, community colleges need such agreements and state regulations to gain control for their students. Thus both two- and four-year college perspectives need to be

considered in developing curriculum as well as in the articulation machinery that fuels transfer processes.

Two-year College Perspective

Community college faculty advocate that the privilege to establish curricular decisions for lower-division education, that will not later be subjected to the arbitrary and capricious whims of their counterparts at the university, should rightfully and equally extend to them (Kintzer, 1973). In many cases and in many disciplines, however, this privilege has not been granted. Community college faculty have had to tailor their lower-division course work to parallel that of the local senior colleges. And in doing so have run into further problems as universities impede articulation through curricular changes both arbitrarily and suddenly, rather than cooperatively and with reasonable lead time (Kintzer, 1973; Schultz, 1971). Here, community colleges find themselves in the unenviable position of acting not as "actors" but as "reactors" in relationship to their four-year counterparts.

Another cause of curricular inarticulation from the two-year faculty perspective has to do with a general bias or prejudice against the product of two-year schools (Kintzer, 1973). The perception that an equivalent course from a two-year school is inferior to one from a four-year school is still held. Refusing to accept courses based on the premise, sometimes openly acknowledged, and sometimes not, that these courses are inferior to university ones reinforces the arbitrary distinctions often made between institutions. Their refusal to accept any course with an occupational/technical

label, insisting on detailed community college course investigations, as well as exact equivalencies or strict course-for-course transfer, which instills the notion of a double standard, exacerbate coordination and articulation activities. Refusing to award credit for experiential learning experiences and capping the number of credits to be transferred further impede the process (Kintzer, 1973; Menacker, 1975; Schultz, 1971; Wattenbarger & Medford, 1974). Within the VCCS, for example, several courses must have a two-term sequence in order to be accepted at four-year Virginia institutions (e.g., Math for Liberal Arts, a two-semester sequential course is equal to Concepts of Math, a one-semester, general education course).

Other inequitable practices, as perceived by two-year faculty, include requiring a higher GPA for community college transfer students than native students to declare a major or obtain upper-division work, not providing timely information (i.e., orientation programs specifically designed for transfer students), requiring completion of an associate's degree prior to acceptance into a senior institution, capping and limiting enrollments for community college transfer students in competitive programs, and recruitment, admission, and retention efforts directed at new admissions, not transfer students (Kintzer 1973; Schultz, 1971; Wattenbarger & Medford, 1974).

Four-year institutions each may have their own unique set of general education requirements and different sequences of courses and prerequisites (Knoell & Medsker, 1965). Even within a specific institution great variance may exist among general education requirements of different colleges and/or programs. Often two-year

colleges tailor their programs and course work to a specific four-year institution, the one into which most of their students transfer. Now with the potential of new patterns of transfer emerging, institutions may need to reconsider and reconceptualize articulation plans and define agreements with other colleges, universities, and types of institutions (i.e., private, professional, proprietary, technical schools, and other specialized training institutions).

Yet, the reality of the situation is that even though agreements need to be made with all students and transfer institutions in mind, most students transfer locally. As a study conducted by James Allesio, former member of SCHEV, presented at the American Association of Collegiate Registrars and Admissions Officers, at their annual meeting in Orlando, Florida, April 1993, reveals, within Virginia, 90% of all community college transfers attend senior institutions within 50 miles of their local community college campus (Gangloff, 1997).

A similar pattern has emerged with some four-year institutions narrowly defining articulation as those activities that only occur between high schools and themselves. As Donovan (1987) argues, senior institutions have primarily relied upon the number of students they have received from these feeder schools. The inactivity on the part of some four-year schools is most manifest among their relationships with private and independent institutions. While the private and independent schools are still asking "whether" to facilitate transfer/articulation, public schools are already asking "how" (Wechsler, 1989). Locally, for example, NOVA and GMU have had a

formal articulation committee in place since 1977. Many larger, public, four-year institutions have defined and developed relationships with two-year schools, while other schools have not seen the need to do so, as they have seen too few transfer students to warrant the time and monetary expenditures for such articulation activities. Some of these schools have been complacent about the cultivation of these relationships and instead have become reliant upon the waxing stream of traditionally-aged college students as well as projected and current increases in the application pool of women and other minority students.

The concentration of community college transfers in the major state universities needs to be dispersed to the entire range of four-year institutions. They must work with the two year-year feeder schools to define new articulation agreements. This action can only benefit both institutions as they continually scramble for pools of new students. Perhaps four-year institutions can initiate relationships with two-year institutions as rigorously as they do with senior-high schools and reap similar benefits.

Another area of concern expressed by two-year faculty is that relationships, formal and informal, need to be initiated and maintained with four-year faculty. Working relationships and procedures for contact need to be openly defined. Collegial relationships and informal communication facilitate the decay of transfer barriers. These relationships must be established by all personnel in all layers of the institution from the president on down to the counselors and financial aid officers. Some

institutions have already begun to hire transfer admissions specialists to address these specialized needs (Southern Regional Education Board, 1995; Wechsler, 1989). Yet, over the past twenty-five years, the locus of control for articulation responsibility has fallen away from admission and records personnel and shifted to faculty and academic administrators (Knoell, 1990). As Knoell (1990) explains in her follow-up study, "the difference reflects not only methodology but also shifts in the locus of responsibility for articulation and transfer during the past 25 years from admission and records personnel to faculty and administrators (p. 5). A possible outcome is that faculty who work together in related disciplines at two-and four-year institutions may develop greater appreciation and respect for one another as they work together on curriculum problems that yield better solutions for articulation. More communication can lead to greater trust and with increased trust an atmosphere conducive to the solution of articulation problems is created. As Prager (1988) concurs, the single most important strategy for reducing transfer barriers is intramural faculty exchange and communication.

Informal relationships are crucial to preventing some of the perceptual differences between two- and four-year faculty. However, these relationships must involve more than one or two faculty members. Otherwise, when a faculty member leaves so, too, does the informally established relationship. Similar problems arise with the use of part-time faculty. Part-time faculty become major barriers to successful articulation and transfer as they do not have opportunities to create informal

contacts and relationships with other faculty, particularly as they come and go so quickly. Nor do many part-time adjunct faculty actively counsel students. Four-year faculty also share concerns about the usage of adjunct faculty, an issue discussed in the next section.

Four-year College Perspective

Antecedent conditions of inarticulation from the four-year faculty member's perspective have largely to do with perceptual differences from the feeder institutions that service them. Senior college faculty still maintain that the prerogative to determine curriculum and articulation agreements rests with baccalaureate-granting institutions. University faculty claim that two-year colleges mix sub-college with college information even in college transfer classes (Kintzer, 1973). Four-year institutions argue they have no power to control the diminution of such content. These faculty also are concerned that community colleges develop courses without consultation from senior colleges, based, in their perception, on the whims and personal interests of community college faculty. University professors believe their community college counterparts have failed to establish a system for managing articulation and transfer guidelines; however, the irony is they ostensibly want to wield power over such actions.

Other concerns include a failure to offer the necessary prerequisite classes, a failure to clarify course content, and a failure to notify students that sub-college information and vocational courses do not mix (Menacker, 1975). University

professors claim that two-year faculty "rely on informal communication between community college professors and university professors rather than between counselors or other designated articulation specialists" (Kintzer, 1973, p. 28).

As mentioned earlier, four-year faculty members distrust and are suspect of the overusage of adjunct faculty by community colleges and express concerns about the quality of classes and the integrity of the teaching discipline. Yet, "a prominent trend among community colleges in the last 20 years is the growing use of part-time faculty" (American Association of Community Colleges, 1996, p. 9). Of community college faculty members, 65% serve part-time. The rationale behind their usage is to maintain tuition levels in the face of funding cutbacks. This, in turn, allows two-year schools to fulfill their primary *raison d'être* of maximizing access to higher education (American Association of Community Colleges, 1996). However, the full/part-time faculty ratio at community colleges is subject to scrutiny by four-year institutions when departments, programs, or disciplines are maintained by a sole faculty member and complemented by a half-dozen or more adjunct faculty members. At NOVA, a multi-campus institution, two of five campuses manage comprehensive Speech Communication/Drama programs by a lone full-time communication faculty member.

Finally, four-year faculty and admissions personnel reported concern about the accreditation of community colleges. Historically, the accreditation issue was most relevant during the building boom of new community colleges, when many community colleges had not yet received accreditation (Kintzer, 1973; Menacker, 1975). At this

time community colleges were in the building rather than the accrediting phases of their development. Accreditation is a post-facto process requiring a school to at least graduate one full cycle of classes before the process can begin. Accreditation was and can be a major obstacle to efficient articulation and was called "the most vexing factor in the transfer admission process" (Kintzer, 1973, p. 29). Today, however, accreditation remains problematic to the transfer process with respect to professional school accreditation. Many accrediting agencies prohibit the professional school from accepting any credit from a community college beyond an introductory course. Often professional groups and agencies promote the updating of entrance requirements for the profession, yet concomitantly refuse to recognize community college programs (Wattenbarger & Medford, 1974).

Faculty Misperceptions

Initially, many articulation problems were grounded in the senior institutions' mistrust and feelings of derision toward both community college faculty and students. Now, however, as the community college has rightfully come into its own as a respected fourth tier of higher education, some two-year institutions are succumbing to the same myopic and distrustful feelings shared by their four-year counterparts (Schultz, 1969).

Schultz (1969) charged two-year institutions with three problematic articulation practices: First, a failure to channel students into vocational/technical programs that may be better suited for their needs and aptitudes than a college-transfer

program; Second, maintaining a double standard: one for transfer and one for terminal students (Kintzer, 1973; Menacker, 1975; Schultz, 1969, 1971). Community colleges were also charged with ignoring the policies and programs of senior institutions.

A final charge levied again community colleges, according to George Gangloff, former Associate Dean of Admissions at GMU, is a failure by some community college faculty to recognize and accept courses offered by secondary schools. For example, some community college faculty categorically will not accept credit that was simultaneously used to earn secondary school credit (e.g., tech-prep courses). Ironically, two-year faculty are falling prey to the same pattern of behaviors they exhort four-year schools for doing, that is of discriminating against their classes (Gangloff, 1997).

The inequitable perceptions made by faculty can also be traced to personal bias or unrest. Many community college faculty did not plan on teaching at a two-year school. They ended up at their institution by default, graduated from high school to community college or transplanted from the pressures of the four- to the two-year institution, or they had aspirations for the four-year school but never quite made it. Some faculty have not completed the doctoral degree as they did not finish their dissertations and ended up at a community college. Hence, many ABD's fill the ranks of community college faculty. They found a glut of faculty in their disciplines and turned to the open doors of the community college for jobs. It is not hard, then, to

imagine the mix of contradictory, ambivalent, and possible feelings of envy that two-year members may harbor about their four-year counterparts. Two-year folks may view the university faculty member with disdain, distrust, and feelings of inferiority. These perceptions cannot help but mediate and militate against successful articulation as these faculty attempt to cooperate, ostensibly for student benefit, yet harbor such misplaced feelings, jealousies, and insecurities.

The perceptions are not one way, as some senior institution faculty view community college faculty as impostors and "wanna-be" professors who demean and denigrate the duties of the professor role. Charges made by four-year faculty toward two-year faculty primarily focus upon the research and publication roles of a professorship, ostensibly holding faculty to their missions and functions, not allowing them to function under their own. These perceptions can translate into transfer and articulation problems. Restrictions of transfer credit or minimally subjecting it to degrading forms of review and scrutiny can result. These "bookkeeping" problems are symptomatic of fundamental concerns, problems that are grounded in deep-seated philosophical positions, perspectives, and perceptions between faculty at two- and four-year institutions (Kintzer, 1973; Wattenbarger, 1972; Wattenbarger & Medford, 1974).

However, the student is likely to remain caught in the middle. The "student-as-consumer" mentality will pervade as students must shop around in pursuit of the institution that accepts the greatest number of credits. This mentality or movement

views the purchase of higher education in a similar manner to the purchase of any other goods or items in the marketplace. Students who adopt this perspective can empower themselves as the new consumer of services characterized by an open market of competition between and among all institutions of higher education (Furniss & Martin, 1974; Kintzer, 1982; Menacker, 1975; Riesman, 1981; Vaughan & Dassance, 1982).

Other curriculum concerns equally affect both two- and four-year institutions. Difficulty in forming and adhering to articulation agreements occurs when the agreement is based on generic descriptions of the discipline and its courses without consideration of the level of the textbook used, the nature and scope of course assignments, the depth and breadth of coverage of material found in course syllabi and course-content summary guidelines, and any applicable grading standards (Bogart & Murphy, 1985). Institutions that fail to regularly and carefully maintain up-to-date course catalog descriptions that describe the content, scope, and objectives of each course can pose transfer difficulties in the articulation process. And those faculty who do not put the current catalog description on their syllabus also hurt students who need to produce a syllabus in order to get credit.

A final curriculum barrier is rooted attitudinally in faculty professional elitism and strong resistance to change, both overt and covert (King, 1988). When faculty engage in mind-setting with statements and perceptions as "only my institution can properly teach that course," or "my preparation, education, and teaching is superior to

yours," articulation will remain elusive. Professional ethnocentrism can minimize a faculty's readiness or openness to the prospect of forming articulation relationships (King, 1988).

King (1988, p. 69) defined four levels of readiness for forming articulation relationships: 1) individual openly resists articulation relationships in destructive ways; 2) individual covertly resists these relationships; 3) individual is unsure, but open to listening to the prospect of the change process; 4) individual makes a positive, active commitment to the process. Basic psychological and communicative principles of small-group interaction and dynamics suggest that potential resistors need to become involved to overcome their concerns. They can then move from level one to level four of individual readiness to change. Some faculty have fragile, insecure self-concepts and conflict is normal when dealing with issues that are near/dear to them—what and how they teach. They have vested interests and territorial rights in their specific teaching disciplines (King, 1988).

Student Personnel Services

Problems in the area of student personnel services focus on what kind of articulation is most desirable in the administration of programs and monies to facilitate students' achievement of their educational goals (e.g., scholarships, loans, financial aid, orientation programs, and other non-academic support systems and programs).

Knoell (1982) has suggested that as less financial aid becomes available, there will be a concomitant decrease in student demand for the baccalaureate degree. Four-

year institutions will resort to recruiting students who would have enrolled in a community college. Students who may initially have been diverted to the community college for their academic transfer work may end up at a university, leaving the community college to refocus on its other functions of community education, vocational/technical training, and retraining for employment. As employment rates fluctuate in a given service area, community colleges experience concomitant changes in enrollment patterns. When unemployment increases so to do the numbers of students flocking to the local community college, as unemployment decreases the local community college experiences decreasing enrollments. This pattern has most recently been observed in many urban four-year institutions (Gangloff, 1997). However, recent legislative changes and President Clinton's proposed program to encourage community college enrollments, by offering tuition assistance and tax breaks, may mediate against some of these financial concerns as antecedent conditions for declining enrollments.

Perhaps we are asking the wrong question. Instead of asking "will this course transfer," we should be asking, "Will this individual student transfer?" What services and support systems can we provide to facilitate such transfer and articulation processes? As students are perceived more and more as valued commodities in the academic marketplace, they will be in a better position to demand more services and to concomitantly ignore those institutions that fail to deliver them (Riesman, 1981;

Vaughan & Dassance, 1982). Those institutions that can provide those services will be most competitive in today's academic marketplace.

Programs and services to facilitate a smooth transition from institution-to-institution must be adopted by both the two- and four-year colleges. The responsibility must be shared. Transfer student orientation programs, campus visitations, and opportunities to meet with faculty, transfer specialists, and financial aid officers, can aid our students. At Florida State University and The University of Virginia, peer/mentor programs have been established to ensure successful transition and to reduce transfer shock (Zeldman, 1982). Friends on Campus (FOCUS) is a service program designed to establish meaningful relationships for transfer students. Each transfer student is matched with a peer who has successfully transferred. At Florida state such students are called Focus Ambassadors or Friends on Campus. The ambassador is a built-in social support system and provides encouragement via letters, phone calls, and personal contact. To qualify, the ambassadors must maintain a 3.5 GPA, enroll in a similar degree program to the student in need, and have transferred from the same two-year institution.

The delivery of student support systems, however, are limited by a dearth of funding available to maintain such programs. Transfer programs and students are not considered to be either the most or least expensive among college functions and publics. Yet, support systems are expensive when they are delivered to educationally and economically disadvantaged students who may require considerable remediation,

counseling, financial aid, and other support services. It becomes prohibitively expensive when colleges perceive that the number of students benefited is too small to warrant the cost. Specialized programs and technical areas including engineering, mathematics, and computer science, present fiscal challenges, as to where priorities for expenditures shall be placed. Community colleges will need to retain the vestiges of their traditional academic transfer programs while maintaining a precarious balance with other more specialized and technical programs (Knoell, 1982).

Wechsler (1989) argues that inadequate support systems for students are a chief challenge to transfer. He suggests that students desiring transfer are inadequately counseled. Because of open enrollment criteria, students often register prior to consultation with college personnel. Faculty counseling, he argues, is a weak point of community colleges and will continue to be so as we supplant our graying full-time faculty with adjunct and part-time faculty. As discussed earlier, adjuncts are rarely available to counsel students and are not encouraged to do so, contractually or otherwise. Full-time faculty are also challenged by their full-time teaching schedules and other academic services and duties. Yet, faculty-student interaction is identified as a critical factor in aiding students' application to and retention in an academic program, as well as influencing degree and career choice (Vaala, 1988).

Inadequate support systems for students are exacerbated by a perceived lack of support for faculty to provide such services. The Chronicle of Higher Education's 1993 Annual Almanac provides testimony to the perceived lack of reward structure by

faculty. The study found that 1.4% of two-year public college faculty while 1.6% of four-year public college faculty felt they were rewarded for their advisory skills and work (Chronicle of Higher Education, 1993).

Facilities and Resources

Articulation of facilities and resources presents formidable challenges and problems as community colleges negotiate the stratification of students between and among two- and four-year institutions, management of enrollment quotas, and coordination of academic calendars and facilities. Balancing the conflicting needs of articulation, focused on student need and the coordination of the tiers and systems of higher education, as well as institutional and facility concerns, is a major challenge for articulation and coordination machinery presently in place. How, for example, do institutions resolve the issue of where students should attend and complete college work, particularly as all tiers and systems of education experience the waxing and waning of student enrollments?

In the perception of some two year schools, four-year schools "raid" and "steal" students before they have earned an associate's degree. Community colleges argue that four-year institutions are, in effect, reducing their ability to offer second-year course work serving as a further disincentive to cooperate fully with the "raiding institution" (Wechsler, 1989). Yet, the four-year institutions share a diametrically opposed perception of raiding and stealing. In their perception, two-year colleges

attract students for general education requirements and away from the four-year schools since credits are less expensive.

Despite the legitimized cooling out and diverting functions of the community college, some four-year institutions have minimized and undervalued their functions and roles in higher education (Brint & Karabel, 1989). The open-door admissions policy has contributed to the negative stigma of the community college as viewed by the senior institution. To some, the community college is still viewed as a refuge for the "cannots," academically, and the "have-nots," financially (Knoell & Medsker, 1965; Knoell, 1990).

Another articulation issue related to facilities and resources has to do with geographic and locational nuances. Often a four-year institution is not physically proximate to its two-year feeder institution. Their isolation, originally intended to keep students focused on studies, away from the attractions and distractions associated with more metropolitan areas, reduces opportunities for informal articulation and collaborative agreements to be initiated and maintained (Wechsler, 1989). Yet, "professional organizations at the state level often provide a forum for informal contacts at the discipline level," according to Don M. Boileau, former Director of Educational Services of the Speech Communication Association (1996). He adds, "the problem stems from the variance of community college and four-year participation in state organizations." Shared physical plant resources is unlikely as

distances increase from the two- and four-year institutions, yet further minimizing informal contact and relations between these two tiers of higher education.

Yet another locational concern has to do with multi-campus community colleges. Each campus of a multi-campus institution is strategically located for the benefit of the students in its particular serving area. For more than 90% of students, a community college campus is less than an hour drive from their home (American Association of Community Colleges, 1996). Students benefit from having community colleges in close proximity; however, poor communication can result with increased distances between and among each campus, and its central office or main campus. Often, each campus attempts to run autonomously, distinct from the central office and separate from other campuses. Poor and fragmented communication may result and exacerbate articulation activities (Kintzer, 1973).

Coordination of academic calendars between and among two- and four-year institutions in a given serving area can further mediate against articulation problems. Two-year institutions may find themselves in the position of having to be flexible to meet the changing patterns of the receiving institutions in their area (Wechsler, 1989). In 1988, at Northern Virginia Community College, the academic calendar changed from the quarter system to the semester system to more closely match the four-year institutions within the Commonwealth of Virginia. Often, the community college will need to keep informed and abreast of such information and make the appropriate changes. However, other problems can arise when a community college finds itself

changing yearly for the benefit of one serving institution, while ignoring the needs of other four-year institutions.

Finally, problems can result from trying to manage and maintain an up-to-date and accurate data base regarding information about transfer and articulation between two- and four-year institutions. Transfer guides, records for transfer students, and information about the transferability of courses taken in a two-year institution in relationship to any participating institution, all need to be carefully maintained on powerful and large data-base management systems (Barkley, 1993; Knoell, 1990).

California's Articulation System Stimulating Interinstitutional Student Transfer Project (ASSIST) tracks transfer and articulation information for all community colleges, colleges, and universities in California. In Florida, Miami-Dade Community College, one of the largest community colleges in the United States, uses an Advisement and Graduation Information System (AGIS) to monitor and track students' progress toward achieving their degree goals and to simultaneously alert counselors and students of any impending changes that may impact their course of study. A Student On-Line Advisement and Articulation (SOLAR) system is used to provide more generic information about admission requirements and degree requirements (Barkley, 1993; Palinchak, 1988). SOLAR empowers students to become more effective consumers of higher education as they can compare the courses and admissions requirements different schools require for a specific major.

Florida uses a computer system called the Florida Information Resource Network (FIRN) which transmits student records and data electronically between and among all educational levels in the state. All Florida public school districts, universities, colleges, and community colleges use FIRN (Barkley, 1993). Also, Florida uses a new standardized format, called Speede/Express, for electronically exchanging transcript information both within the state and with out-of-state institutions (Blumenstyk, 1995). Large institutions in other states, including Arizona, Oregon, and Texas have implemented Speede/Express technology and found it be a benefit, both in terms of cost and efficiency (Blumenstyk, 1995). More locally, Maryland has implemented the use of proprietary software. Currently, Virginia is undergoing a pilot study using Speede technology.

These states and their actions are only representative of the breadth and depth of measures many are taking to facilitate community college students' opportunities for educational advancement through improved articulation. These few examples, perhaps, suggest that with the appropriate attitude and energies, barriers can be removed and transfer can be facilitated affirmatively.

Institutions and states that fail to adopt common calendars, incorporate electronic data bases, and common course numbering systems can only complicate matters of articulation and transfer for students and faculty alike. Many progressive institutions (e.g., GMU and NOVA) have developed comprehensive websites that contain transfer and articulated information and electronic applications for admission.

In Virginia, the VCCS has created a single transfer website that links students to all other transfer websites (State Council of Higher Education, 1997). More state-of-the-art technology must be purchased to send and evaluate transcripts, maintain course equivalencies, improve electronic library access, and establish one-stop registration, all via electronic means. Otherwise, students can get "lost" in the system, particularly those with unique enrollment patterns as discussed earlier (Barkley, 1993). Institutions and programs without updated homepages that detail program requirements and course equivalencies on the World-Wide-Web can obfuscate student informational needs.

Summary

In sum, this review of literature reveals today's community colleges must confront similar articulation problems that existed when articulation first became a concern in the mid 1960's. The articulation scene and its related articulation machinery seem not to have changed much, both in terms of locus of control or articulation types and problems in articulating between two-year and four-year schools. Fortunately, however, our responses to these problems do seem to reflect change. The establishment and maintenance of articulation agreements or machinery, whether formal or informal, state or voluntary, is essential for the smooth and efficient transfer of students from two- to four-year colleges (Nelson, 1971). The agreements and machinery between two- and four-year schools are the mechanisms by and through which these institutions can cooperatively meet and overcome articulation problems.

The technology currently exists to reflect these agreements, widely and almost instantaneously, to the benefit of prospective transfer students.

Research Questions

Given the status of articulation and transfer in higher education over the past 33 years, as reviewed in the previous section, the question for faculty members in communication is whether these national trends are reflected in the discipline of speech communication. To best discover the realities of articulation and transfer in communication programs within communication programs at two- and four-year institutions, one can poll members of the community college section of the Speech Communication Association to determine if these problems still exist. Surveying the base population of 451 members of the community college section, one can then ask the following questions:

A) To what extent do community college communication faculty nationally perceive that the identified problems of articulation and transfer continue to plague students? And

B) How do discipline-specific problems of articulation and transfer affect communication programs at both two- and four-year institutions in the United States?

CHAPTER 2

Methodology and Research Design

We have previously defined the problems and issues currently and historically affecting articulation and transfer in Chapter 1. Using survey research, we are able to assess the extent to which the communication discipline is similarly affected by these problems. In short, to respond to the two research questions defined in the previous question, what is the status of articulation and transfer in communication? The survey instrument asks respondents to provide information about themselves, their institution, as well as the status of articulation and transfer within their departments. This chapter will address the sample, the response rate, and the survey instrument.

Sample

Cluster sampling, a type of probability sampling, was used to obtain the respondents to complete the developed survey form. Respondents were drawn from the national association for communication scholars, researchers, and practitioners, the Speech Communication Association (SCA), an organization devoted to promoting the study, criticism, research, teaching, and application of communication in various contexts. Cluster sampling is often used in larger surveys where an intact or naturally occurring constituency is used from which to draw the sample (Fink, 1995). The constituency, in this case, the SCA, was further delineated into its naturally occurring clusters, divisions, and sections. In cluster sampling, the researcher has the choice of selecting from all members/units or of randomly selecting from them. For the purpose

of this pioneer study, all members of the Community College Section of the SCA were surveyed. The total membership of the Community College Section, 453 members, was sent the survey in January 1997.

Response Rate

To ensure a higher response rate, the sampling pool was purchased from the SCA at its peak enrollment period, just after the national conference, where the study was initially announced at a meeting of the Community College section. No follow-up mailings were deemed necessary for an initial, exploratory survey. The response rate, (N=151) is acceptable as a single mailing was used. Thirty-three percent of the surveys were returned for a net count of 151 respondents. Some who received the survey either were no longer teaching or held adjunct positions and felt they were unfamiliar with the issues. Those who did complete the survey demonstrated incredible concern and provided further testimony as to the magnitude of transfer and articulation problems as evidenced by the detailed notes they attached to their surveys. Further, many respondents requested a summary report of the completed project.

Survey response rates vary greatly and are a hotly debated area in survey research design and methodology (Babbie, 1993; Dillman, 1978; Fink, 1995; Stempel & Westley, 1981). Some researchers engage in oversampling in order to achieve the desired numbers of responses or response rate because of nonresponses due to survey design, length, respondent fatigue, outdated addresses, and names. Unsolicited surveys, as used in this study, receive the lowest response rates in social science

research, usually around 20% (Fink, 1995). "A 20% response rate for a first mailing is not uncommon" (Fink, 1995, p. 37). Response rates can be increased to upwards of 30 to 60 or even 80% when other strategies are used: follow-up mailings and reminders, simple and appealing or novel questionnaires, and monetary or other gift incentives (Fink, 1995).

In this project, the only incentive provided for respondents was the customary self-addressed stamped envelopes as well as the opportunity to receive a written summary of the study's results. Relying on the mail survey is encouraged when an identifiable population is available, respondents are literate, and when the respondents possess a high degree of interest and concern in the topic, thus ensuring a higher degree of cooperation (Stempel & Westley, 1981). All three of these criteria were met by the identified population for this survey: 1) The entire Community College Section was on the mailing list; 2) Professors and administrators are presumably literate; 3) Respondents demonstrated a keen interest in this topical area, as evidenced by their desire to be informed about the findings of the study. In fact, 54 respondents out of 150, or 36%, requested follow-up results of the project. The survey provided respondents an opportunity to identify themselves and their mailing address if they wanted to receive a written summary of the results.

Survey Instrument

A self-administrated questionnaire was specifically developed, piloted, and revised for this project. The items of the questionnaire were carefully ordered and

combined both open and close-ended questions as well as allowed respondents to provide nominal, ordinal, and numerical data. The initial survey was reviewed and revised by several scholars from both disciplines of communication and education. At the 1996 annual meeting of the Speech Communication Association in San Diego, Dr. Roy Berko, former Director of Educational Services, made a special appeal to members of the Community College Section to participate in the study, while Dr. Don Boileau, of George Mason University, requested a group of community college professors to review the questionnaire as part of the pilot study. Also, the former Associate Director of the National Center Community College Education, James Palmer, provided content and editorial revisions. It was then subjected to a pilot-test with a small sample and the feedback was once again appropriated into the survey design. The instrument was found to be appropriate in both content and face validity. Reliability was found to be high, as survey research, because of its very nature, often affords higher levels of reliability than validity. Each subject independently responded to a three-part questionnaire using his or her position as well as their institution of affiliation to address the concerns of transfer and articulation. Appendix A and Appendix B contain the survey and accompanying cover letter.

CHAPTER 3

Results

Respondents

Section A of the survey requests basic demographic information about the respondents, including employment status and highest degree earned. Table 3 summarizes the employment status and the break-down of the teaching load for the respondents. Of those surveyed, 70% held full-time positions at community colleges or four-year institutions. Of those full-timers, 48% were tenured, while 9% were either on temporary, renewable contracts, or probationary or yearly contracts without tenure. 14% of the respondents reported they were part-timers. The mean teaching load for faculty was 4.19 classes per semester. The frequency of responses for the number of classes taught is also reported.

Table 3

Respondent Employment Status

Employment	Frequency	Percentage
Full-time	106	70%
Part-time	21	14%
No Response	24	16%
Total	151	100%

Tenured	73	48%
Temporary, Renewable Contract	14	9%
Other (Probationary, tenure-track, continuing contract, yearly contract, no tenure	14	9%
No Response	50	34%
Total	151	100%

Classes Taught per Semester	Frequency of Responses
1	5
2	8
3	17
4	18
5	24
6	9
7	2
9	1
10	1
Total	85
Mean Number of Courses Taught	4.19

Table 4 summarizes the highest degree of the sample. 31% of the faculty respondents hold a doctorate degree, 67% a masters, and 1.5% had earned a bachelors degree.

Table 4

Educational Level

Degree Earned	Frequency	Percentage
Doctorate	42	31.3%
Masters	90	67.2%
Bachelors	2	1.5%
Total	134	100%

Institution

Section B of the survey addresses the institution. An affiliation table is summarized in Appendix C that lists the states and institutions represented as well as institutional affiliation. Thirty-six states, 122 colleges, (118 public and 4 private) participated in the study. Appendix D lists each institution and its location as well as the required class for an associate's degree. In Table 5, frequencies and percentages for the required communication class are reported—this open-ended question asked participants to identify the course, which was then classified into these different classes for tabulation. Public speaking was reported with greatest frequency: 90 institutions, or 60% of those responding, require public speaking for the associate's degree. Even among community colleges, public speaking is the most popular and most widely required class. However, some respondents reported that students could choose between public speaking and another communication class. The hybrid and interpersonal communication classes were the next two classes most often reported with 43 and 34 institutions requiring them. See Table 5 for further breakdown of frequencies and percentages vis-à-vis each communication class.

Table 5

Required Communication Class: Frequencies and Percentages

Course	Frequency	Percentage
Public Speaking	90	60%
Hybrid	43	29%
Interpersonal Communication	34	23%
None	28	19%
Small Group Communication	9	6%
Business/Professional Communication	5	3%
Argumentation	3	2%
Voice & Diction	1	.6%
Theatre	1	.6%
Total	214	-

Note. Multiple responses were checked as students can choose between several courses at some institutions; thus, no "total" for percentages was reported. Nomenclature used to designate courses varied from institution to institution. Some respondents reported that their institution had no required class while others did not respond at all; both types of responses were scored as "none." The percentage was calculated from the 151 respondents as this is an institutional analysis.

Articulation and Transfer

In this third and final section of the survey, respondents, from their own perception as communication faculty, addressed transfer and articulation problems at their institution. Table 6 summarizes the relationships established between the communication departments of two- and four-year institutions. Formal and informal contact between communication departments at two- and four- year institutions were reported in equal frequency: 76 respondents reported both formal and informal contact with communication departments at their local four-year institution. In total, formal and informal relationships were reported 152 times. No formal contact was reported more often than no informal contact, with 21 and 9 respectively, for a total of 30. Twenty-eight respondents did not know if they had either formal or informal contact with their local four-year institution.

Table 6

Formal or Informal Contact with Communication Departments at Four-year Institution

	Formal Contact		Informal Contact	
	Frequency	Percentage	Frequency	Percentage
Yes	76	67%	76	78.4%
No	21	19%	9	9.2%
Don't Know	16	14%	12	12.4%
Total	113	100%	97	100%

Next, Table 7 reports the responses for when faculty were asked to list the articulation type(s) used at their institution of affiliation. As noted in the table, multiple responses were checked. Formal Agreements, State System Agreements, and Voluntary Agreements were the articulation types most often reported. Roughly the same number of respondents reported either Formal Agreements or State System

Agreements. The agreement types reported by the respondents were consistent with the patterns identified in Chapter 1 of this paper.

Table 7

Articulation Types

	Frequency	Percentage
Formal Agreements	75	31%
State System	76	31.6%
Voluntary Agreements	58	24%
Other	11	4%
None	2	.4%
Don't Know	23	9%
Total	245	100%

Table 8 reports on the ease of transfer for academic/transfer courses versus occupational/technical courses and the frequencies and percentages with which respondents felt that academic courses transfer more easily than occupational courses. Eighty-two participants, or 61%, reported that academic courses are more easily transferred than are occupational or technical classes. Only 8 of them, or 6%, disagreed with this proposition. However, 44 participants did not know, representing 33% of the 134 who responded to the question.

Table 8

Transfer of Academic vs. Occupational Technical Courses

	Frequency	Percentage
Yes	82	61%
No	8	6%
Don't Know	44	33%
Total	134	100%

Course specific articulation problems are summarized in Table 9. Respondents had the opportunity to rank whether or not five communication classes were taught at their institution and if each class posed transfer problems. Public speaking classes proved to be the least problematic in terms of transfer and articulation issues. By far, these classes were rated as being free of transfer and articulation problems with most, if not all, of the institutions participating in the study. Ninety-four percent, or 112 of the respondents, reported that they had experienced no problem in articulating and applying credit from their public speaking class to their four-year feeder institutions. Next, least problematic was the interpersonal communication class. Eighty-three respondents, or 73%, reported no problems in transferring credit for this class. Closely aligned to the interpersonal class was the small-group communication class where 71 or 68% of those responding experienced no difficulty in articulating this course. The hybrid, or survey course, came next with 68, or 60%, of those responding reporting no problem. Finally, voice and articulation came in with 37 respondents, or 36%, reporting no difficulty. However, with this course, 54 of those responding, or 52%, reported their institution did not offer this course. Also, 30 of the institutions, or 27%, do not have a hybrid or survey communication class, particularly because it poses difficulty for transfer and articulation.

Table 9

Course Specific Articulation Problems*

Course	Hybrid	Public Speaking	Interpersonal Communication	Small-Group Communication	Voice & Articulation
Yes	15/13%	5/4%	19/17%	8/8%	12/12%
No	68/60%	112/94%	83/73%	71/68%	37/36%
Not Taught	30/27%	2/2%	11/10%	26/25%	54/52%
Total	113	119	113	105	103

Note. * Frequency of Responses/Percentages

In this section of the survey, open-ended questions were posed that asked respondents to describe transfer problems associated with each class; a summary of this qualitative data is reported in Table 10. Public speaking was reported to be both popular and accepted most everywhere, with minimal problems reported by only a few institutions. Often respondents qualified the problem by saying, "we only have this problem with one of the four-year schools our students attend."

Next, least problematic, were interpersonal communication courses. Here the problems were non-acceptance of a 100/200 level class, particularly when the senior institution taught the same course at the 300/400 level. Also, for some schools, this course was cited for not having a "public speaking" component, transferred as an elective only, and did not meet the speech requirement at the senior institutions.

Small-group communication courses also fared well in terms of transferring to the four-year institutions. The similar issues of upper/lower division level, transfer as elective only, and four-year institutions not teaching the course were reported by a few respondents.

The hybrid communication class posed more difficulty, as the four-year institutions seemed to be most concerned with the number and type of speeches required in this class. Problems also included transferring as elective credit only and that many four-year institutions did not offer this class. However, many of the community colleges seem to offer it.

Table 10

Course Problems - Narrative

Course	Problems
Hybrid	Elective credit only, no agreement on course content, queries regarding number of required speeches, non-degree course, no equivalent course at 4-year school, only accept public speaking at 4-year schools.
Public Speaking	Communication majors must repeat course @ 300 level, quarter vs. Semester hours, viewed as same as hybrid, accept hybrid only, 100 vs. 200 level, humanities vs. Performing art credit, seems to be accepted everywhere.
Interpersonal Communication	100/200 level course not recognized by 4-year schools, transfers as elective only; does not meet speech requirement, 4-year does not offer it as a lower level course, only accept public speaking, lacks public speaking component, humanities vs. social science credit.
Small-Group Communication	100/200 level course not recognized by 4-year schools, 4-year school does not offer it, transfers as elective only, 200 vs. 400 level.
Voice & Articulation	Elective credit only, not accepted at 200 level or higher, considered remedial course, no comparable course at 4-year school.

Note. Some respondents reported no problems, except with one particular school.

Lastly, voice and articulation posed similar problems as the previously listed courses. This course transferred as elective credit only, was not taught at four-year schools, and was considered as developmental or remedial by some four-year institutions.

Table 11 lists the disciplines and classes from other disciplines faculty believed posed transfer problems for students. The disciplines and classes listed included contexts some consider to fall under the rubric of communication, including family communication, gender communication, and nonverbal communication.

Table 11

Transfer Problems: Other Disciplines

• A.A.S. courses	• Leadership Seminar
• Accounting	• Management
• Acting	• Mass Communication
• Art	• Math
• Biology	• Music
• Broadcasting	• Nonverbal Communication
• Business	• Nursing
• Economics	• Psychology
• Engineering	• Public Relations
• English	• Radio and Television
• Family Communication	• Sciences
• Finance	• Sociology
• Foreign Languages	• Tech Prep
• Gender and Communication	• Technical and Occupational Courses
• Human Relations	• Technical Writing
• Internships	• Theatre and Film
• Journalism	

Table 12 summarizes and categorizes the factors cited by the respondents that impede successful articulation and transfer from two-year to four-year institutions vis-à-vis the four- earlier defined categories of articulation factors: student, curriculum and instruction, student personnel services, and facilities and resources. Appendix E reports all of the open-ended responses from the survey item that asked respondents to list the factors they felt impeded successful articulation and transfer of classes.

Student Problems are focused on the varying demographic, cultural, ethnic, educational background and preparation of the students desiring to transfer. Other student concerns were related to characteristics including their unique enrollment patterns, indecision regarding major and transfer schools, and lack of information.

Curriculum and Instruction problems included how, why, and when courses would be awarded credit, whether or not students would receive elective or major credit, and variance between two- and four-year schools (i.e., standards, grading, topical coverage, and numbers or types of assignments).

Next, Student Personnel Services address problems with informational usage; some counselors were uniformed, relied on dated or inaccurate information, or were not up-to-date on the latest developments with faculty and their programs at two- and four-year schools. Finally, funding issues were identified as factors that impeded successful articulation and transfer.

Finally, Facilities and Resources dealt with problems relating to enrollment patterns and management between two- and four-year institutions, including methods to divert students to two-year schools and problems coordinating calendars (e.g., quarter versus semester hours). Also, under this category, problematic perceptions and practices of accepting two year credits by four-year schools are included.

Table 12

Categorization of Articulation Problems (Factors)

Student

- Characteristics: SES, different cultural and ethnic backgrounds, language barriers, lack of maturity, knowledge, and preparation.
- Enrollment without advisement/consultation with advisor.
- Informed, ill-prepared students regarding course requirements, and what/how courses will transfer.
- Undecided/undeclared regarding majors and transfer schools.
- Varying enrollment patterns: Reverse, vertical, and horizontal transfer, drop in/out; experiment, and swirl.

Curriculum & Instruction

- Elective vs. Major credit.
- Four-year colleges, unlike two-year schools, not requiring communication course.
- Four-year colleges not accepting substitute or transfer courses; no equivalent classes, no transfer.
- Degree bias- perception that only Ph.D.'s can teach courses to be transferred.
- Inflexible setting/making of curriculum policy decisions and transfer/articulation activities.
- Transfer and articulation of theatre, drama, acting, developmental, remedial, ESL, vocational/occupational, and technical courses.

- Ill-prepared, uninformed faculty and administrators making transfer/articulation decisions (without communication background or degrees).
- Four-year schools top-down decision-making regarding course transfer and articulation; lack of communication and networking with two-year schools and their faculty. Two-year colleges must ask: "Do four-year colleges offer a similar course?"
- Institution or campus-specific policies regarding acceptance of transfer courses (each department, program, school, or college has their own policy).
- Assessment and measurement of student outcomes and performance-based competencies.
- Lack of standardization and uniformity/consistency of standards, curriculum and methodologies between 2/4 year schools (grading policies; how many and what types of speeches need to be given; variance between faculty members, syllabi, and instructional strategies; philosophical differences; text-book selection or no text used; implementation and technology usage; writing assignments; numbering, naming, description, and content of classes).
- Changing discipline, curriculum and its requirements- dated curriculum.
- Defining basic, required communication course (hybrid, public, interpersonal, or rhetoric; hybrid required at most 2-year colleges, public speaking at most 4-year colleges).
- Communication not recognized as "true" discipline.
- Different accrediting agencies.

Student Personnel Services

- Lack of information, communication, and funding regarding services between two- and four-year institutions.
- Ineffective, uninformed advising and counseling; not in touch with communication faculty at both two- and four-year institutions.
- Dated, confusing, and inaccurate information (i.e., course catalogs, descriptions).

Facilities & Resources

- Enrollment management: Maintaining enrollments, "Institutional Turf Protection."
- Competition between two- and four-year institutions for students, FTE's; tuition dollars, raiding and stealing of students; fear loss of revenue from community colleges (primarily reported that four-year institutions want more FTE's, monies, and students).

- Four-year schools "steal" students and courses; teach 100/200 level courses.
- Quarter vs. Semester hours classes.
- Private or proprietary vs. Public schools; perception that private/proprietary have lower standards and quality of instruction.
- Four-year school arrogance, elitism, stubbornness, pigheadedness, pompous attitude and negative perceptions of two-year schools and their perceived lack of legitimacy, credibility, and inferiority; classes, faculty, and students perceived as less rigorous, and substandard.
- Upper/lower division courses - Four-year schools will not accept upper level courses from community college; keep 100/200 level courses out of major so they can teach 300/400 level courses; "Ownership of Classes."
- Politics.
- "Institutional Racism."
- "Job Protectionism."
- Four-year colleges discourage two-year college credits; teach courses "their" way and won't accept two-year courses.

The adequacy of information provided to students is summarized in Table 13. Eighty-two or 66% of the respondents felt that the information students receive is more than adequate or adequate. While 28, or 22%, of faculty felt such information was inadequate. Fifteen respondents had no opinion on this issue.

Table 13

Information Adequacy

Information Adequacy	Frequency	Percentage
Less Than	28	22%
Adequate	48	39%
More Than	34	27%
No Opinion	15	12%
Total	125	100%

Decision making about transfer and articulation issues are summarized in Table 14. As noted in this table, respondents checked multiple responses, indicating that responsibility for these issues was dispersed between and often shared by teaching and non-teaching administration. Faculty members and division/department chairs accounted for 72 responses or 41% of decision making. Administrators, non-teaching, counselors, and other, accounted for the remaining responses. The "other" category included: faculty senate, faculty council, registrar, dean, director or instruction, teaching administrator, curriculum committee, curriculum director, or discipline cluster. Twelve or 7% of the faculty did not know who made such decisions.

Table 14

Transfer & Articulation Decision-Making

Decision Making	Frequency	Percentage
Faculty Member	37	21%
Counselor	21	12%
Transfer Counselor	23	13%
Division or Department Chair	35	20%
Non/Teaching Administrator	31	18%
Other	18	10%
Don't Know	12	7%
Total	177	100%

Note. Respondents checked multiple responses.

In Table 15 the perception of the relationship by the faculty members that two-years schools maintain with their primary senior institution(s) is reported. The frequency of responses are also reported. With a range from 1-7 and a response rate on this item of N=123, a mean of 4.97 is reported, suggesting that community college faculty generally believe they have a good relationship with four-year institutions. However, the mean is closer to the neutral than the top rating. Yet, some respondents did note that they had established a particularly good relationship with one institution, while they had a poor relationship or no relationship with other four-year institutions.

Table 15

Relationship With Four-Year Institution	
N = 123	Mean = 4.97
Range 1 - 7 (1= no relationship, 7 = excellent relationship)	
Range of Responses	Frequency of Responses
1	9
2	5
3	4
4	16
5	25
6	34
7	30

The next two tables address the perceived importance accorded articulation for communication departments and students. Table 16 summarizes the importance of articulation and transfer to departmental curricular activity. Seventy-six percent or 102 faculty believe that articulation and transfer issues are important or very important to curricular issues in their respective departments and disciplines. Only 5 or 4% of faculty reported that these issues are unimportant, while 6 or 4% of them reported that they did not know or had no opinion on this issue.

Table 16

Importance of Articulation and Transfer to Curricular Activity

	Frequency	Percentage
Very Important	66	49%
Important	36	27%
Somewhat Important	21	16%
Unimportant	5	4%
Don't Know/No Opinion	6	4%
Total	134	100%

In Table 17 the data regarding the perceived importance by communication faculty members of articulation and transfer to students planning to transfer is summarized. One-hundred fifteen or 88% of faculty believe that transfer and articulation issues are important or very important to students planning to transfer. Only one respondent felt such issues were unimportant, while two had no opinion or did not know.

Table 17

Importance of Articulation and Transfer to Transfer Students

	Frequency	Percentage
Very Important	85	64.3%
Important	30	23%
Somewhat Important	14	11%
Unimportant	1	.7%
Don't Know/No Opinion	2	1%
Total	132	100%

A summary of "Other Concerns" categorized by the previously-defined articulation problems is presented in Table 18. Student concerns included characteristics as socioeconomic status, lack of knowledge or information, undecided regarding majors and transfer institutions, and varying transfer and enrollment patterns. Appendix G reports the open-ended responses that respondents listed as "other concerns" in the survey.

Table 18

Categorization of Articulation Concerns

Student

- Characteristics: SES, knowledge base, expectations.
- Undecided/undeclared regarding majors and transfer schools.
- Reverse transfer.
- Students who only take transferable classes.
- Assessment and retention of students and their skills.

Curriculum & Instruction

- Elective vs. Major credit.
- Repetition or duplication of classes.
- Awarding or denying credit for prior experience (workshops, life, military, etc.).
- Credit earned in communication, English, social science, or humanities.
- Where is communication department?
- Transfer of theatre, drama, developmental, remedial, and ESL courses.
- Ill-prepared or uninformed faculty.
- Faculty without communication degrees.
- 4-year schools top-down decision-making regarding course transfer and articulation.
- Bureaucracy.
- Institution and campus specific policies regarding acceptance of transfer courses (each department, program, school, or college has their own policy).
- Communication credit (3/6 credits).
- Assessment of courses.
- Lack of uniformity of standards.
- Defining what is basic, required course (hybrid, public, interpersonal, or rhetoric).
- Impact and utilization of technology upon teaching strategies.
- What are the requisite communication competencies for transfer?

Student Personnel Services

- Lack of funding and information regarding services.
- Ineffective, uninformed advising and counseling.
- Dated information.
- Lack of information and knowledge.
- No communication of information regarding transfer.
- Changes in personnel who don't recognize or understand prior agreements.

Facilities & Resources

- 4-year schools "steal" students and courses (teach 100/200 level courses).
- Competition between 2/4 year institutions.
- 4-year schools fear loss of revenue from community colleges.
- Recruitment and maintenance of multicultural students and programs.
- Quarter vs. Semester hours.
- Negative perceptions of private or proprietary vs. public schools.
- 4-year school arrogance, elitism, and negative perceptions of 2-year schools.
- Upper/lower division courses - 4-year schools don't want to accept upper level courses from community college.
- Tone of campus - are we "real college" or extended high school?

Issues related to curriculum and instruction included awarding of credit, elective versus major credit, awarding of credit for experiential learning, faculty preparation, information, and education, varying standards between institutions regarding course content, competencies and assessment, and perceptual differences between two- and four-year institutions.

Student personnel services focuses on support systems provided for students in terms of information and funding. Finally, facilities and resources concerns have to do with enrollment patterns and their management, differential perceptions between faculty at

the two tiers of education, issues surrounding semester versus quarter hours, public versus private institutions and the perceptions associated with each, and minority program recruitment and management.

CHAPTER 4

Discussion

This national study, using an all-section mailing of the Community College Section of the Speech Communication Association (SCA), has identified, defined, and categorized the problems students, faculty, and institutions confront in transferring between two- and four-year institutions in communication programs across the United States. In this chapter, an extended summary of the study is provided as well as specific recommendations for faculty, state systems, administration, and professional associations involved in articulation and transfer activity. Implications and interpretations of the findings, limitations of the survey, and suggestions for further investigation are also discussed.

Analysis

The results of this exploratory study, discussed in the previous chapter, suggest that transfer is "one among many" functions in today's community colleges, yet deserving of further inquiry and research attention by community colleges and four-year institutions, alike, as well as the constituencies with which they serve. Results further suggest that facilitating the transfer of students as they make their way from two- to four-year institutions benefits not only those most intimately involved in the process, but those states, agencies, and others who can indirectly reap benefits as we seek to make those paths more streamlined and efficient. Additionally, the

articulation scene and its associated problems, from the community college communication faculty member's perception, seems not to have changed much over the past three decades. Articulation types, categories, and problems appear to be remarkably similar to findings discovered when articulation first received research attention. However, it does appear that the role of faculty in addressing and managing articulation and transfer issues is increasingly becoming more important as they become more actively involved in decision-making and informal communication with transfer institutions. It appears that further education and support of faculty in this endeavor is needed.

Although state and system-wide formal articulation agreements dominate the present-day articulation environment and provide a strong foundation for interinstitutional articulation, particularly for the transfer of general education courses, it is imperative that colleges, and most importantly, faculty, do not leave articulation only to legislative solutions. Instead, faculty participation within communication programs at both two- and four-year institutions are best suited for the development and maintenance of specific articulation within their programs (Berger & Ruis, 1988; Boss, 1985; Gill, 1992; Knoell, 1990). Further, such participation by discipline specific faculty results in more effective and longer enduring articulation agreements (Berger & Ruiz, 1988; Knoell, 1990; Palinchak, 1988). Faculty participation from both two- and four-year institutions also seems to reduce barriers and misperceptions in the negotiation of such agreements. In this study, misperceptions and differences in

attitude clearly emerged as antecedent conditions for articulation problems. Trust is an added outcome, as when faculty have been integral to the development of such agreements, they are more likely to be adhered to by all tiers of higher education.

Students, and less directly, states and citizens, pay when students are not availed to the benefits of such agreements, when students must repeat an identical course, or transfer, without the necessary prerequisites and competencies to enroll in upper-level course work. While state and system-wide agreements are a good start, more attention needs to be devoted to institutional and departmentally-specific articulation agreements, agreements that begin with and are maintained by informal contact by or through state associations and among discipline specific faculty at two- and four-year institutions.

As defined earlier, articulation is both a process and an attitude, and the former cannot exist without the latter. Informal relationships can begin with and be fostered by initiation and contact resulting from meetings of state associations for communication. In Virginia, for example, the Virginia Association of Communication Art and Sciences (VACAS) meets annually for a statewide convention. Often at these meetings, chairs and directors of various programs have a special meeting to discuss these issues. Such meetings and professional opportunities facilitate the development and maintenance of agreement between two- and four-year faculty who are also given the opportunity to socialize on neutral ground or territory. Given the content-specific issues associated with course equivalencies, it appears that optimal decision-making is

best achieved by teaching faculty, not counselors and non-teaching administrators. However, it must be recognized that admissions officers, registrars, and counselors have become intimately involved in the process due to faculty neglect and the importance of providing such information to students (Chronicle of Higher Education, 1993; Gangloff, 1997).

Perhaps these articulation decision-making powers need to be abdicated from the counselors and administrators and relinquished to teaching faculty who best know discipline-specific issues. This shift can benefit students, but will overworked and underpaid faculty welcome what they may perceive as additional administrative duties? Yet, many administrators at both two- and four-year institutions maintain that articulation is a subset of academic advising, which indeed makes it a faculty responsibility. Can course release time be used to decrease overall teaching/work loads and to concomitantly encourage faculty to undertake such work? Other issues that need addressing include attrition and retirement of these faculty and the impact such natural processes have upon these relationships and agreements.

Recommendations

Presidential and institutional-wide commitment play key roles in the development of successful articulation agreements (Bogart & Murphy, 1985; Clouse, 1991). Providing the appropriate attention to the transfer function, in the context of other competing functions, these institutions will be able to model the importance of such agreements and policies from the top down and back up again, sending a clear

message as to their importance to all constituencies. In fact, this message can begin at the state or system-wide level and the trickle-down effect can ensure that the message impacts all levels and all constituencies within the states. The state role can be to provide assurances for students who complete lower-division programs that opportunities will be available to complete the baccalaureate degree. In this way, the state agency can provide broad policy direction and support but refrain from micro-management of specifics such as standards for admission and transferability of courses. As Ballmann concurs, "community college and four-year institutional representatives both discourage wholesale intrusion of the state in their curricular activities" (Ballmann, 1986, p. 36).

For example, the State Council of Higher Education in Virginia provides formalized agreements that provide for standardized transfer and articulation in specific programs and degrees. These guidelines are supplemented, ideally, with faculty from two- and four-year institutions who are working concomitantly to ensure the success of their students. Of course, at the college level, commitments to and support for articulation need to be made and their importance modeled by chief academic personnel, presidents and deans alike, to demonstrate the importance of these activities to all levels and publics of the institution. Modeling support for and commitment to articulation activities can begin with initiating activities that bring two- and four-year faculty from various disciplines together for ongoing intramural exchange.

As student enrollment patterns fluctuate, often influenced by factors external to the institution, we will continue to attract greater numbers of non-traditional students who come equipped with unique learning experiences and backgrounds. We must heed the call to assess credit for these prior learning experiences. We must become more liberal and flexible regarding transfer and articulation issues (Kintzer, 1976; Knoell, 1990). Institutions that award academic credit for non-traditional and experiential learning experiences (i.e., portfolios, individualized study, internships, and directed readings) will attract the most diverse student body, a moral and intellectual imperative in the late 90's. Schools can maintain and/or increase desired enrollment levels if they offer the right mix of services and defined articulation agreements and consider the "student-as-consumer" movement.

We also need to do what we can to empower students in this process. We can empower students by implementing an appeals process for those desiring to challenge their initial transfer evaluation. The Virginia State Policy on Transfer requires such an appeal process at all institutions. In this empowerment, however, we need to do what we can to encourage students to accept responsibility for effects associated with their curricular and program changes. Of course, keeping abreast of the latest information can also be well-advised for these tenacious students.

Next, institutions who desire to service transfer students can develop, coordinate, and computerize course equivalency guides and program or transfer requirements that can be easily updated to ensure that we provide effective student

advisement and information. And, as in Florida, states may adopt a common course numbering or referencing system to be used by all two- and four-year public schools. In Virginia, technology is burgeoning in such a way that electronic data bases may be supplemented by the development and maintenance of web pages.

Four-year faculty may need to "let go" of course territoriality, where they feel their course is superior to one taught at a community college. Courses that compose the general education requirements of an associate's degree should not be viewed as sacred, but rather as classes that can be taught equally well at either institution. Faculty must reframe their transfer lenses to focus on course *comparability,* not exact course *equivalency.* Similarly, two-year faculty need to take the initiative to constantly monitor course content, texts, syllabus, and assignment to assure they are commensurate with those of the four-year schools. This monitoring may feel unfairly burdensome to two-year faculty, but it is imperative for our students desiring admission at four-year colleges. Faculty would be well-advised to remember to include college catalog course descriptions on their syllabus to ensure efficient student transfer, especially in courses where historically articulation and transfer problems have existed.

College administrators and faculty alike must make open communication a top priority. A key objective toward meeting this goal is to define and reconceptualize areas for cooperation. Here faculty and administrators need to resist the hoarding and selective dispensation of information that may be deemed momentarily advantageous

financially or otherwise, to one administrator, institution, or campus, relinquishing such information in the interest of promoting the greater educational community's best interests. The choosing of areas of cooperation is sticky business, particularly with respect to issues surrounding productivity and increasing the slowly expanding pool of available college-aged students.

Perhaps one possibility for cooperation is the sharing of physical resources (i.e., buildings and campuses). Four-year schools could easily benefit from the community college's targeted locations and campuses embedded within their local communities, while two-year schools can easily benefit from the larger and more centrally-located structures of their senior counterparts. Perhaps such arrangements can reduce the indefensible replication and duplication of physical resources within a given serving area, physical resources that overly burden and consume taxpayer dollars.

Along with open communication, the provision of public information needs to be made, particularly regarding the transfer and articulation agreements in place for specific majors, programs, and degrees. Commitments need to be made to provide timely information for students. This provision can help mediate against the oft-cited concern in our surveys of the lack of timely, accurate information available to both students and faculty.

Summary of Specific Recommendations by Segment of Higher Education

Faculty

- Keep abreast of curricular change and activity to ensure accurate transfer advisement.
- Increase participation in articulation and transfer activities.
- Develop and foster relationships (i.e., regular meetings) with same-discipline faculty at two- and four-year institutions.
- Join professional associations and attend conventions and programs to facilitate and foster the development of informal relationships with other discipline faculty.
- Empower students; model "student-as-consumer" mentality.
- Include college catalog course descriptions on syllabi.
- Be vigilant in monitoring course offerings at senior institutions; dialogue with returning students about transfer problems.
- Offer menu of communication courses from which students can choose their required class; encourage public speaking and hybrid communication classes.

State

- Provide broad policy support, guidelines, and frameworks within which informal relationships among faculty can evolve.

- Ensure that transfers have the opportunity to successfully complete a baccalaureate degree.
- Adopt common courses and course numbering or referring systems.
- Develop and maintain webpages, electronic applications, course equivalency guidelines, transfer requirements, and other information.
- Develop and maintain appeal and arbitration processes for students.

Administration

- Provide presidential and institutional-wide support for and commitment to articulation activities.
- Reaffirm and model the importance of the transfer function of community college missions.
- Make institutional commitment to assess and award credit for experiential and prior learning experiences.
- Facilitate open communication and cooperation.
- Develop ties with professional and graduate centers.

Professional Associations

- Sponsor conventions, meeting, and forums focusing on articulation and transfer issues and problems with a specific emphasis on the faculty role in these processes.

- Lobby for common discipline nomenclature, common course titles, numbering, and content.
- Foster the development of a full-array of communication classes, first and second year levels at community colleges, and all levels at four-year institutions.

Specific Articulation Implications

Public speaking classes fared best both in terms of being the course most often required at the institutions represented in this study and the one that was least problematic for articulation and transfer. As noted in Table 5, however, multiple responses were checked resulting in inflated numbers at those institutions where students choose from a menu of required classes. The hybrid class was the next most often required class, yet posed significantly more problems in articulating with four-year institutions where it was less often accepted, taught, or articulated for required credit. Oddly enough, much debate centered on discerning the public speaking component of the hybrid course.

Two-year institutions may consider adopting a public speaking course as their required class, as it is easily transferred and articulated with most four-year institutions. In fact, more than 50% of four-colleges teach public speaking as their basic course across colleges and universities in the United States (Gibson, Hannah, & Leichty, 1990). If not, community colleges can incorporate a comprehensive public communication component in their hybrid classes. If not in a state system like

Virginia's community colleges or with a state mandate like Florida and Indiana, they can also check with their primary transfer institutions to ensure course content, text, syllabi, and numbering is similar. If public speaking is not chosen, interpersonal communication or small-group communication are arguably better choices than a hybrid course. Voice and articulation seems to be a relic of our discipline's past, one that is not offered with great frequency, yet when done so posed several articulation problems.

The summary of articulation problems vis-à-vis specific communication classes, listed in Table 10, suggests two-year institutions can best serve student needs by offering a menu of courses from which informed students can choose, depending on their desired transfer school. Perhaps the menu would include public speaking, interpersonal communication, small-group communication, and a hybrid class. Voice and articulation would only need to be offered as a specialty elective for those students not desiring transfer credit for general education.

However, it is indeed discouraging, if not an unforgivable practice, for two-year institutions to forgo the offering of survey, introductory courses, merely because their senior counterparts do not approve. Yet, students also need to know about potential transfer situations. Once again two-year institutions are wielding power to the four-year institutions who are discouraging the teaching and transfer of these 100-level introductory, survey classes. In Virginia, a similar problem has occurred in that

the community colleges rarely offer 200-level classes. The four-year institutions have fallen prey to similar practices, partially due to externally-related funding issues.

Courses that posed problems from other disciplines, as noted in Table 11, yielded curious results, suggesting that communication-related course work is housed and taught in many other disciplines: humanities, English, and social sciences, to name a few. This reality does pose problems for communication scholars, professionals, and practitioners arguing that communication is indeed a discipline in and of itself, rightfully deserving the full-respect accorded such disciplines. Further, it is interesting to note that acting, family communication, gender communication, mass communication, and nonverbal communication as well as journalism, public relations, and radio/television were listed as courses from other disciplines by our own communication faculty.

Does this exhaustive laundry list of courses and areas of study, purportedly taught under other discipline or program titles, suggest that we need to educate ourselves before we take our discipline's message to our many publics? Or is it indicative of the diverse and complex nature of our discipline that is often segregated and enmeshed into other discipline areas or clusters? In Virginia alone, communication departments have 28 different departmental or discipline titles (Hemenway, 1993). Are these unique and varied departmental titles reflecting funding or content-based decisions? How can our discipline move toward becoming more unified in our diversity in spite of such practices? Can we fit under the rubric of

"communication," as has been recently adopted by our national organization? Does such a label best serve and fit our needs and services?

Articulation types at the institutions represented in the survey, reported in Table 7, were generally consistent with those reported in Table 1. However, the results show that voluntary agreements were cited by institutions with lesser frequency than were formal or state system agreements. Perhaps this artifact can be accounted for by the 23 respondents who did not know what articulation pattern their institution used. A lack of knowledge, by 23 respondents, suggests that programs on articulation and transfer at our national and state associations need further planning and greater visibility in the hopes of educating our faculty, as well as administrators, as to the importance of such concerns.

The categorization provided in Table 12, summarizing the factors that pose articulation problems, is consistent with the literature on the articulation scene and its problems. Knoell's original conceptualization and categorization of articulation problems is as timely and applicable today as it was when originally developed in 1964.

First, Student Characteristics, internal and external, continue to pose challenges to the articulation and transfer processes at today's community colleges. Changing enrollment patterns and diversity of student characteristics further complicate matters and suggest that to gain the most satisfactory transfer result, students must engage and avail themselves of processes and functions currently available to them. Prior to

enrollment, students need to define a major or desired area of study, receive advising regarding programs and transferability of courses, and consider their four-year college options, in order to ensure the program of study or course work is acceptable to the receiving institution. They need to be warned about the hazards of accruing excessive elective credits (Kintzer & Richardson, 1986).

Not much can be done to mediate against the student who repeatedly changes majors or programs, but he or she needs to be advised to accumulate general education classes. Nor can we, in good conscience, discourage such student enrollment actions and patterns. In fact, many respondents lamented their concern and frustration with students who did not seek information, communicate in a timely fashion their decisions, and who generally did not properly plan and attempt to anticipate their programs of study. Faculty must accept as reality, the diverse and complex enrollment patterns of current students. The "student-as-consumer" movement that currently prevails on our campuses, combining the student and consumer movements into one mentality, suggests that student hegemony should rightfully supersede faculty or institutional hegemony.

Next, Curriculum and Instruction issues suggest that just as community colleges are the "middlemen of higher education," caught in the middle, our students are similarly afflicted by power plays and misperceptions between faculty at two- and four-year institutions. Dated, ill/uniformed faculty and information, as well as inflexible, top-down decision making from the four-year institutions, has no place in

today's articulation scene. Today's scene needs to be characterized by a supportive climate that encourages open and ongoing dialogue between communication faculty at two- and four-year institutions. Institutions can make recommendations, in a suggestive spirit, not in terms of dictates, about proposed changes in curricular, transfer, and articulation policies, regulations, and practices.

As discussed above, however, faculty are best suited for such activities including developing course and program articulation agreements and in advising students. With respect to remedial and developmental courses, faculty need to work together to define what is designated or labeled "remedial" or non-degree credit at the baccalaureate level. Those agreements, regarding what will and will not be considered developmental credit courses, need to be clearly communicated between and among both tiers of education. Such designations need to be made for student benefit and outcome, not to draw political dividing lines or turf wars between two- and four-year institutions over service populations. Finally, state involvement can prove beneficial to students if states or college systems facilitate in developing and maintaining appeal or arbitration processes for students who are dissatisfied with their transfer outcome.

Thirdly, Student Personnel Services suggest that institutions need to continually update and make available timely, accurate information (i.e., course catalogs, course descriptions, transfer sheets, etc.). Innovative programs designed to award monies to students to ensure successful applications and enrollments have been shown to be helpful to students. Phi Theta Kappa, a national honorary scholastic

society for community college students, is one such program that simultaneously enhances the status of community colleges and the success of high-achieving students through academic scholarships offered by many four-year participating institutions. Student orientation programs designed specifically with the transfer student in mind can address their specific concerns. Campus visitations seem to be beneficial in mediating against the ill-effects of transfer shock as well as student mentoring programs where a successful community college transfer student is paired with a new community college transfer student. The development and use of a statewide transfer student data base, currently being used in Florida and California, is also suggested.

The final category, Facilities and Resources, suggests that two- and four-year institutions need to work on problems of misperception. The disparate perceptions from both tiers of higher education only serve to exacerbate the process. Voluntarily initiated meetings between communication faculty at two- and four-year institutions can reduce such misperceptions of power plays, turf protection, and institutional racism. Articulation is both a relationship and a process; here is where informal relationships can and should begin between faculty members. Private institutions need to make the extra effort to be included in such meetings to reduce their feelings of inferiority, exclusion, and isolation. Adopting similar academic calendars, including changing from quarter to semester hours, as NOVA did, can align public and private and two- and four year- institutions for student benefit.

Institutional ties need to be developed with local professional and graduate education centers (e.g., The National Center for Community College Education and the American Association of Community Colleges) to keep apprised of recent articulation activity. Of course, maintenance in professional memberships is imperative for today's faculty to keep abreast in their discipline as well as the current articulation scene.

Limitations of Survey

Results from this study are indeed generalizable to the communication faculty and administrative population that was sampled. However, other disciplines, in all probability, would fare similarly. Therefore, findings can best be applied to community colleges and four-year colleges in the United States that are members of the community college Section of the SCA, now known as the National Communication Association (NCA), a change that occurred during the completion of this project. However, it may be inappropriate to generalize these results to other types of institutions, disciplines, or schools where faculty are not members of the NCA. The NCA is the definitive national professional association for communication faculty.

The response rate of N=151, as defined in the methodology section, was adequate. The numbers may have been improved by a follow-up mailing; however, this exploratory study was only designed to identify and classify articulation and transfer problems, so no follow-up mailing was used.

Next, nomenclature used to designate communication course work may need further explanation and exploration. What one school calls introduction to speech communication may be called public speaking at another. How do institutions decide if a course is hybrid or public speaking in content and subsequently decide its appropriate label? Consequently, in the listing and analysis of required communication classes, distinctions were made between courses that appeared to be public communication oriented but, in fact, may have been hybrid classes.

Future Research

Follow up research could sample multiple constituencies (i.e., faculty, counselors, administrators, and students) to ascertain multiple perspectives or perceptions of the problems associated with articulation and transfer. T-tests could then be used to determine whether any significant differences exist between these respondents. Longitudinal and replication studies can benefit the scene, as colleges and universities bring articulation services and processes online and continue to streamline the transfer and articulation processes for today's college students. The results of this study may also indicate a need for a systematic study of all states by sampling the ten largest schools in each state.

Perhaps research could address the aforementioned problem of distinguishing between communication classes, with different titles and numbers, at two- and four-year institutions. Further research may help institutions label and define the *required* communication class as either a hybrid or public speaking class. Another study may

view the viability of using the NCA Assessment Commission's common evaluation form for public speaking and group discussion as avenues for mediating against transfer problems. Investigating the components of a public or hybrid communication class may yield fruitful results and further reduce transfer problems for communication students and faculty.

Conclusion

The status of articulation and transfer, nationally as well as historically, suggests that the scene, in terms of types, problems, and issues, has remained relatively the same over the past 33 years. From the perception of the faculty surveyed in this study, communication as a discipline faces similar problems to the national scene, as well as unique discipline-specific issues. These issues seem to be significant to the sample, as they rated articulation and transfer as areas important both to students as well as departmental curriculum concerns. The debate regarding defining, labeling, and classifying the *basic* course seems to rage on as much concern focused on what course should be the *requisite* one for communication students. Further, faculty in this study manifest deeply-ingrained biases and prejudice between and among the various segments of higher education.

This study has delineated that problems associated with articulation and transfer within the communication discipline have remained remarkably similar over the last 33 years. Results suggest that faculty in communication programs at two- and four-year institutions truly care about and are troubled by these articulation and

transfer problems they share and face with students. Specific communication course transfer problems need to be continually addressed both nationally as well as locally, as articulation processes are national concerns operating in local contexts.

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Appendix A

Survey

Survey Form for Two-year College Communication Faculty Who Interact with Students Transferring to Four-year Institutions

The purpose of this survey is to identify and define barriers that affect student transfer and program articulation between two-year and four-year institutions. This questionnaire has three sections. The first section asks you for basic information . The second asks for information about your institution . The third asks for your perceptions of the problems you experience in facilitating the transfer of students from your institution to four-year colleges and universities.

Section A: Please provide the following information about yourself. Check the appropriate response(s) for each item in each section.

Employment Status

Full-time _____

_____ Tenured

_____ Temporary, Renewable Contract

_____ Other

Part-time _____

_____ Number of course(s) teaching this semester

Degree Earned

Doctorate _____

Masters _____

Other _____

Section B: Please provide the following information about your institution. Check the appropriate response(s) for each item in each section.

Name of Institution _____

State _____

	Affiliation
Public-State	_____
Private-Proprietary	_____
Private-Church Affiliated	_____

Do you have a communication course(s) which is required for the Associate of Arts Degree? Please identify:

_____

Section C: Please provide the following information about articulation and transfer practices at your institution.

What schools do most of your students transfer to?

1. _____ 2. _____

3. _____ 4. _____

Does your institution have contact, formal or informal, with the communication departments at the four-year institutions listed above?

	Formal	**Informal**
Yes	_____	_____
No	_____	_____
Don't know	_____	_____

For your institution , what type(s) of articulation policies are used to facilitate transfer ? Please check all that apply. If you don't know, please check "f"only.

_____	a.	formal agreements (legally-based policies)
_____	b.	state system policies
_____	c.	voluntary agreements
_____	d.	other- identify: _____
_____	e.	none
_____	f.	don't know

Do you find that academic/transfer courses transfer more easily than occupational/technical courses?

Yes _____
No _____
Don't Know _____

Do you have problems applying credit earned in the courses listed below? If yes, please identify the problem, specifying whether it is general education or communication major related, and what institution the problem is with.

Problems:

A. Hybrid Speech Communication Yes No

_____

_____

B. Public Speaking Yes No

_____

_____

C. Interpersonal Communication Yes No

_____

_____

D. Small-Group Communication Yes No

E. Voice and Articulation Yes No

Identify courses, from other disciplines, that pose transfer problems for students.

1. 2.

3. 4.

What do you feel are the factors that impede the successful articulation and transfer of courses from your institution to any of the four-year institutions to which your students transfer?

1.

2.

3.

4.

How adequate is the information given to students about the transferability of coursework? Please check one.

Less than adequately _____
Adequately _____
More than adequately _____
No opinion/Unsure _____

Who makes decisions about transfer/articulation issues in your department?

Faculty member _____
Counselor _____
Transfer Counselor _____
Division Chair _____
Non/Teaching Administrator _____
Other (please identify) _____
Don't know _____

How would you describe the relationship that you have with the primary senior institution(s) to which your school serves as a feeder?

Scale : 7 = Excellent; 6 = Very Good; 5 = Good; 4 = Satisfactory; 3 = Less than Satisfactory; 2 = Unsatisfactory; 1 = No Relationship

_____

How are the issues of curriculum articulation and student transfer addressed in the process of developing and approving new communication courses at your college? Please explain below.

_____
_____
_____

Overall, how important do you believe articulation and transfer issues are to:

A. Curricular activity in your department

Very Important, Important, Somewhat Important, Un-important, Don't Know/No opinion

B. Students Planning to Transfer

Very Important, Important, Somewhat Important, Un-important, Don't Know/No opinion

Are there any other concerns, problems, or issues that you, your department, or institution faces in articulation and transfer ? Please identify and explain below.

Thank you for your cooperation in completing and returning this survey.

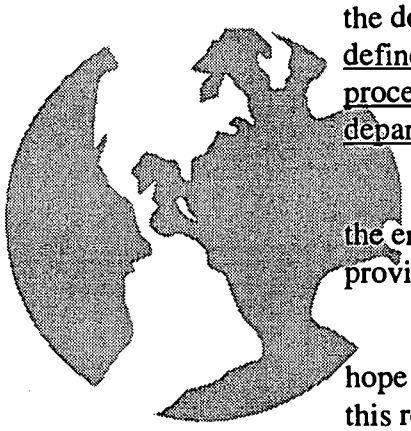
Appendix B

Survey Letter

July 14, 1997

Dear Community College Section Member of SCA:

I am a doctoral student in the Community College Education Program with a major in Communication at George Mason University. In partial fulfillment of the doctorate, I am collecting data for my dissertation project. The goal is to define the problems, barriers, or variables that impact articulation and transfer processes between two- and four-year institutions within communication departments from the two-year college faculty member's perception.



I need your help and cooperation to complete this project. Please complete the enclosed survey - perhaps you heard about it at SCA/San Diego. I have provided a self-addressed, stamped envelope for you to return the survey to me.

Please return the survey by February 15, 1997. Thank you for your help. I hope you understand the value of your participation as well as the importance of this research both to our field and to the completion of my doctorate! Take care.

Sincerely,

Charles J. Korn
Associate Professor, Speech Communication/Drama
Northern Virginia Community College-Manassas
Manassas VA 22110

Please indicate if you would like a summary report of the completed project.

Name _____
Address _____

Appendix C

Location, Institution, and Affiliation

State	Institution	Affiliation
Alabama	Gadsden State Community College	Public
	Shelton State Community College	Public
Arizona	Glendale Community College	Public
	Paradise Valley Community College	Public
California	California Polytechnic State University	Public
	Chabot College	Public
	Chaffey Community College	Public
	College of Marin	Public
	Cypress College	Public
	Fresno City College	Public

State	Institution	Affiliation
	Fullerton Community College	Public
	Glendale Community College	Public
	Golden West College	Public
	Long Beach City College	Public
	Los Angeles City College	Public
	Mission Community College	Public
	Mt. Sanantonio College	Public
	Pasadena City College	Public
	Rancho Santiago College	Public
	Saddleback College	Public
	San Francisco State University	Public
	Santa Barbara City College	Public

State	Institution	Affiliation
	Santa Rosa Junior College	Public
	Skyline College	Public
	Southwestern College	Public
Colorado	Pikes Peak Community College	Public
	Red Rocks Community College	Public
Connecticut	Tunxis Community Technical College	Public
Florida	Broward Community College	Public
	Florida Community College	Public
Georgia	Atlanta Metro College	Public
Hawaii	Kaplolani Community College	Public
Idaho	Ricks College	Private
Illinois	College of Du Page	Public

State	Institution	Affiliation
	College of Lake County	Public
	Danville Area Community College	Public
	Lincoln Land Community College	Public
	Malcolm X College-City Colleges of Chicago	Public
	Rend Lake College	Public
	Southeastern Illinois College	Public
	Triton College	Public
Iowa	Des Moines Area Community College	Public
Kansas	Butler County Community College	Public
	Haskell Indian Nations University	Public
	Johnson County Community College	Public
	Pratt Community College	Public

State	Institution	Affiliation
Kentucky	Hayard Community College	Public
	Hopkinsville Community College	Public
	Jefferson Community College	Public
	Lexington Community College	Public
	Owensboro Community College	Public
	Prestonburg Community College	Public
Maryland	Carroll Community College	Public
	Essex Community College	Public
	Prince George's Community College	Public
Michigan	Grand Rapids Community College	Public
	Henry Ford Community College	Public
	Kellogg Community College	Public

State	Institution	Affiliation
	Kirtland Community College	Public
	Lansing Community College	Public
	Macomb Community College	Public
	Oakland Community College	Public
Minnesota	Inver Hills Community College	Public
	Minnesota School of Business	Private
	Normandale Community College	Public
	North Hennepin Community College	Public
Mississippi	Hawamba Community College	Public
	Itawamba Community College	Public
Missouri	Central Missouri State University	Public
	Longview Community College	Public

State	Institution	Affiliation
	Southwest Missouri State-West Plains Campus	Public
	St. Louis Community College	Public
New Jersey	Brookdale Community College	Public
	Camden Community College	Public
New Mexico	Albuquerque Community College	Public
New York	Erie Community College	Public
	Monroe Community College	Public
	Nassau Community College	Public
	Queensborough Community College	Public
Nebraska	Metropolitan Community College	Public
	Southeast Community College	Public
Nevada	Community College-Southern Nevada	Public

State	Institution	Affiliation
North Dakota	University of North Dakota	Public
Ohio	Davis College	Private
	Edison Community College	Public
	Jefferson Community College	Public
	Kent State University	Public
	Ohio University	Public
	Sinclair Community College	Public
	University College of University of Cincinnati	Public
	Washington State Community College	Public
Oregon	Central Oregon Community College	Public
	Lane Community College	Public
	Portland Community College	Public

State	Institution	Affiliation
Pennsylvania	Luzerne County Community College	Public
	Reading Area Community College	Public
South Carolina	Aiken Technical College	Public
South Dakota	Lake Area Technical Institute	Public
Tennessee	Walters State Community College	Public
	Volunteer State Community College	Public
Texas	Amarillo College	Public
	Blinn College	Public
	Clarendon College	Public
	Collin County Community College	Public
	Houston Community College	Public
	Kingwood College	Public

State	Institution	Affiliation
	Laredo Community College	Public
	Midland College	Public
	North Harris College	Public
	Odessa College	Public
	South Plains College	Public
	Tarrant County Junior College	Public
	Texas Christian University	Private
	University of Texas-Arlington	Public
Utah	Salt Lake Community College	Public
Virginia	Northern Virginia Community College	Public
	Thomas Nelson Community College	Public
Washington	Tacoma and South Puget Sound Community College	Public

State	Institution	Affiliation
Wisconsin	Madison Area Community College	Public
Wyoming	Casper College	Public
	Northwest College	Public
	Western Wyoming Community College	Public

Total States Represented: 36	Total Institutions Represented: 122	Total Public: 118 Total Private: 4

Appendix D

Location, Institution, and Required Class

State	Institution	Required Class
Alabama	Gadsden State Community College	Hybrid or introduction to public speaking
	Shelton State Community College	Public speaking, interpersonal communication, or voice and diction
Arizona	Glendale Community College	Public speaking, small group communication, interpersonal communication, or introduction to human communication
	Paradise Valley Community College	Introduction to human communication, public speaking, interpersonal communication, or small group communication
California	California Polytechnic State University	None
	Chabot College	Public speaking, interpersonal communication, or hybrid
	Chaffey Community College	None
	College of Marin	Public speaking, interpersonal communication, or hybrid

State	Institution	Required Class
	Cypress College	Human communication, argumentation, or oral communication
	Fresno City College	Public speaking, interpersonal communication, or argumentation
	Fullerton Community College	None
	Glendale Community College	Public speaking
	Golden West College	Public speaking
	Long Beach City College	Public speaking
	Los Angeles City College	Public speaking
	Mission Community College	None
	Mt. Sanantonio College	None
	Pasadena City College	Public speaking or interpersonal communication
	Rancho Santiago College	Public speaking, interpersonal communication, or group discussion
	Saddleback College	Pubic speaking or interpersonal communication
	San Francisco State University	Public speaking, interpersonal communication, or hybrid

State	Institution	Required Class
	Santa Barbara City College	Public speaking, interpersonal communication, group discussion, or business and professional communication
	Santa Rosa Junior College	Public speaking, interpersonal communication, or hybrid
	Skyline College	Fundamentals of speech or interpersonal communication
	Southwestern College	Oral communication
Colorado	Pikes Peak Community College	None
	Red Rocks Community College	Theater and communication
Connecticut	Tunxis Community Technical College	Dynamics of public speaking or fundamentals of communication
Florida	Broward Community College	Public speaking or hybrid
	Florida Community College	None
Georgia	Atlanta Metro College	None
Hawaii	Kaplolani Community College	Personal and public speaking
Idaho	Ricks College	None
Illinois	College of Du Page	Hybrid
	College of Lake County	Public speaking
	Danville Area Community College	None

State	Institution	Required Class
	Lincoln Land Community College	Fundamentals of speech
	Malcolm X College-City Colleges of Chicago	Fundamentals of speech communication
	Rend Lake College	Principles of effective speaking
	Southeastern Illinois College	Public speaking
	Triton College	Principles of effective speaking
Iowa	Des Moines Area Community College	Hybrid
Kansas	Butler County Community College	Principles of speech
	Haskell Indian Nations University	Public speaking or speech communication
	Johnson County Community College	Public speaking, interpersonal communication, or hybrid
	Pratt Community College	Public speaking or speech communication
Kentucky	Hayard Community College	Public speaking or interpersonal communication
	Hopkinsville Community College	None
	Jefferson Community College	Public speaking or interpersonal communication

State	Institution	Required Class
	Lexington Community College	Public speaking, interpersonal communication, or small group communication
	Owensboro Community College	Public speaking or interpersonal communication
	Prestonburg Community College	Public speaking, interpersonal communication, persuasive speaking, or small group communication
Maryland	Carroll Community College	Public speaking or interpersonal communication
	Essex Community College	Fundamentals of communication or business and professional speaking
	Prince George's Community College	Public speaking, interpersonal communication, small group communication, or introduction to speech
Michigan	Grand Rapids Community College	None
	Henry Ford Community College	Communication
	Kellogg Community College	None
	Kirtland Community College	Interpersonal and public speaking or fundamentals of speech
	Lansing Community College	Speech communication

State	Institution	Required Class
	Macomb Community College	Speech course (choice left to student)
	Oakland Community College	None
Minnesota	Inver Hills Community College	Public speaking
	Minnesota School of Business	Interpersonal relations, business communication, speech
	Normandale Community College	Public speaking, interpersonal communication, or small group communication
	North Hennepin Community College	Public speaking, or interpersonal communication
Mississippi	Hawamba Community College	Oral communication
	Itawamba Community College	Oral communication
Missouri	Central Missouri State University	None
	Longview Community College	Fundamentals of speech
	Southwest Missouri State- West Plains Campus	Public speaking
	St. Louis Community College	Oral communication (Hybrid)
New Jersey	Brookdale Community College	Effective Speech
	Camden Community College	None
New Mexico	Albuquerque Community College	Public speaking or interpersonal communication

State	Institution	Required Class
New York	Erie Community College	None
	Monroe Community College	None
	Nassau Community College	None
	Queensborough Community College	Speech communication
Nebraska	Metropolitan Community College	Public speaking
	Southeast Community College	None
Nevada	Community College- Southern Nevada	Public speaking
North Dakota	University of North Dakota	Public speaking
Ohio	Davis College	Oral communication or interpersonal communication
	Edison Community College	Fundamentals of communication (hybrid)
	Jefferson Community College	Public speaking
	Kent State University	Oral discourse
	Ohio University	None
	Sinclair Community College	Public speaking or interpersonal communication
	University College of University of Cincinnati	None

State	Institution	Required Class
	Washington State Community College	Speech or interpersonal communication
Oregon	Central Oregon Community College	Public speaking or small group communication
	Lane Community College	Public speaking, interpersonal communication, or hybrid
	Portland Community College	Public speaking or hybrid
Pennsylvania	Luzerne County Community College	None
	Reading Area Community College	Business communication
South Carolina	Aiken Technical College	Public speaking or interpersonal communication
South Dakota	Lake Area Technical Institute	Oral communication
Tennessee	Volunteer State Community College	Fundamentals of speech
	Walters State Community College	Introduction to speech communication
Texas	Amarillo College	Public speaking, interpersonal communication, or business and professional communication
	Blinn College	Public speaking
	Clarendon College	Speech
	Collin County Community College	Public speaking or fundamentals of speech

State	Institution	Required Class
	Houston Community College	None
	Kingwood College	Public speaking
	Laredo Community College	Fundamentals of speech
	Midland College	Public speaking or introduction to communication
	North Harris College	None
	Odessa College	Public speaking or introduction to communication
	South Plains College	Speech communication
	Tarrant County Junior College	Fundamentals of speech communication
	Texas Christian University	Fundamentals of speech communication
	University of Texas- Arlington	Fundamentals of speech communication
Utah	Salt Lake Community College	Interpersonal and organizational communication
Virginia	Northern Virginia Community College	Introduction to speech communication
	Thomas Nelson Community College	Public speaking or interpersonal communication
Washington	Tacoma and South Puget Sound Community College	Fundamentals of communication

State	Institution	Required Class
Wisconsin	Madison Area Community College	Speech communication
Wyoming	Casper College	None
	Northwest College	None
	Western Wyoming Community College	None

Appendix E

Factors

- No uniformity in courses offered at 4 year colleges in the state.
- University of Alabama's lack of communication with other institutions in the state.
- Intentional policies of 4 year colleges- i.e., a requirement that they teach a different way and will not allow a substitute for- this occasional practice is being addressed in Alabama - a mandated state-wide transfer agreement is being worked on right now.
- Universities want to keep 100-200 level courses out of major-otherwise nothing left to teach in 300-400 level.
- Competition for students.
- The fact that the universities do not require a communication course as part of their general education requirements poses somewhat of a problem as the Community Colleges do require a communication course. Arizona is now in the process of developing a 35-hour general education core which will transfer anywhere in the state and will mean that a student has completed all lower division general education requirements. We hope there will be a place to take a communication course in those 35 hours.
- Information.
- Student Awareness.
- None
- None
- No experience in this area.
- Students don't take initiative to find out how courses will transfer to the school of their choice.

- Writing requirements.
- Golden West requires interpersonal communication for the A.A. degree. Students find out too late that public speaking is preferred by the accepting universities.
- Without an assessment instrument to measure performance based competencies, it is impossible to align and articulate course entry and outcome expectations from high school to college and from college to university.
- No dialogue.
- Institutional Racism.
- None
- None
- The four year schools want to make the students take the classes after they transfer.
- None
- The fact that different schools have different requirements.
- No time limit-clients attend classes if they benefit and are able to speak in their daily living- attend classes if the clients are able to communicate oral, sign language, and speech reading.
- Knowledge of course/course requirements. Change in theory as to what is applicable for four year degree program viability trends.
- Some schools would rather a public speaking course.
- 2-year schools get creative- (e.g., no textbook in hybrid or public speaking class- that leads to loss of articulation).
- Uninformed counselors.

- Universities that don't recognize speech communication as a discipline. One campus told us the students had communication skills by observing lectures! Lower/upper division discrepancies (e.g., our intercultural and group courses are 100-level). Most four-year are at 300/400-level.
- The great race for FTE.
- The inadequacy of state funding for higher education.
- Grade requirements within core curriculum courses at four year colleges-they have a high standard for acceptance (B or above).
- Competition for student enrollment.
- Alleged lack of maturity.
- None.
- If outside of University of Hawaii system, schools tend to make it difficult.
- None.
- None.
- The University of Illinois will not concede that a hybrid course could be true speech course since they have none offered or in the catalog at their institution they will not articulate the course. They don't care- a "pompous" attitude toward the whole thing. Most Community Colleges in Illinois have to offer a hybrid course and public speaking to accommodate University of Illinois. Our students need a hybrid course to handle all of the student population-transfer and vocational.
- None
- Fear by four year institutions that students will take courses here where they are less expensive and not take them there. Fear that a course maybe too narrow to apply elsewhere. Fear that our courses are not as rigorous. Fear that a discipline is changing and a course may not be applicable in the future.
- None

- The state wants universal articulation which eliminates courses offered in some areas. 4 year schools want to teach some courses in their own way so won't count 2-year courses. Labs are perceived as not being rigorous so are excluded.
- NA
- Enrollment levels in the 4 year schools!
- State Mandates (Illinois Articulation Initiative).
- Basically the problem is with a student who fails to properly plan. Each faculty member has an advising handbook. It lists numerous institutions where our students transfer. If we do not have a compact agreement, the handbook spells out what does and does not equate. What's an elective, for example?
- One issue which has not been addressed adequately in the articulation committees (in place) is that students taking remedial (pre-college) classes are allowed to take many of our college-credit courses. So we are on shaky ground demanding that they be accepted for college credit by 4 year institutions.
- Lack of comparable courses.
- Traditionalism/Inertia—unwillingness to affect/accept change.
- Ignorance.
- People without any communication background setting/making curriculum policy and decisions.
- There is disagreement about what the "fundamentals" course should be.
- Some institutions will not accept our courses as advanced courses.
- There is instability in some of the four-year speech-communication departments.
- Perceived lack of legitimacy.
- Students frequently fail to check the requirements of the universities they plan to transfer to and do not select the major courses there-although we do offer what they need and encourage them to take them.

- The same problems that occur whenever students transfer from one college to another- matching credit hours and course requirements.

- Unfamiliarity with the unique cultural/academic needs of Native American students. Changing requirements at universities that force us to modify our already successful programs.

- Actually, I think the most difficult problem comes with the student who has no idea which university he or she would like to attend. If I know the university the student would like to attend, I can gear that student toward the appropriate course work. Unfortunately, a lot of our students don't decide upon a university until they have completed most of their course work. This creates some difficulty in transferring.

- Perception that education received at Community College is somehow substandard. Elitist attitude in certain programs. Unwillingness to check/compare course descriptions. Lack of consideration for student/institution.

- There is really no problem with general education courses. Technical courses are not seen as being as valid to 4 year institutions.

- Trained faculty advisors help but not all wish to bother using them. Some institutions don't revise major requirements to match state GE Block transfer. Lack of a director of counseling at our college. Students who register without consulting advisors.

- Lack of understanding in business departments about what interpersonal is.

- Block transfer agreements not workable with some states. Some courses we teach do not have an equal at other schools (105 only taken by U of L). Some schools will not talk to our students who want to transfer until they (student) go to that school as a student. College catalogs are confusing, vague, and open to interpretation.

- Private school restricts. Desire to cultivate majors in their own programs. Concern for quality of Community College courses.

- None

- Individual department guidelines.

- 4-years not complying with formal articulation agreements. Misunderstanding of the content of the course.
- Elitism
- Transfer school wants more $.
- Because four year colleges often take an elitist attitude toward Community Colleges, they assume that Community College courses are not as good as theirs or that Community College students will not be prepared. In Maryland, we have state statistics that show Community College students do as well as "native" (i.e., students who start at four-year college) students when they transfer to four-year colleges. We would benefit if there were a strong statewide regulation regarding transfer – as there are in other states (e.g., Florida). We are still subject to the whims of four-year college administrators.
- Naming of course: Oral Interpretation
  Interpretative Reading
  Performance Studies
- Politics. Lack of understanding of course content.
- None
- One of the major problems is a change in curriculum that the 2 year colleges impose on the students before they are able to finish their program and transfer.
- Networking as an ongoing process.
- None
- Failure by faculty at two year institutions to correlate course packages/texts etc. with receiving institution.
- Accrediting Agencies ACICS v. North Central. Reluctance of 4 year school to look beyond course title and into content (text, test, projects). Myth that proprietary schools offer inadequate instruction with lower standards.
- Student lack of awareness of requirements and issues.

- We offer it at Community College level; they have it as upper division. Students not knowing what course they should take here to satisfy the transfer requirements. Receiving/transfer institutions occasionally stubborn and pig headed- they think only they can teach!!

- Upper level course with same name.

- Transferring our 100-or 101 course to institutions who offer hybrid courses. Even though our college is comparable in size to other colleges- we offer a narrower choice of courses due to transfer issues- for example: intercultural is 200 level (if we offer it); at our primary transfer institute it is a 400 level- so we don't offer the course at this time.

- Our courses versus upper division courses in receiving institution. A receiving department or school that has a different core requirement. Inflexible department chair and administration.

- The (false) perception that our courses are academically inferior to those taught at a four-year institution. The need for professors at 4-year institutions to load their own classes.

- Some 4 year schools feel that the students are not receiving the quality of instruction that they should at the Community College level. 4 year schools are not aware of the make-up of the courses taught at the Community College level. 4 year schools want to teach these courses themselves and think we are "taking" some of <u>their</u> student population.

- None

- Student do not major in communication and may not receive an AA degree making the courses harder to transfer.

- The perception that the Community College courses are sub-standard can be a problem. Also, the hybrid course- if a school desires an informative and persuasive speech to be taught in the hybrid course, they may not accept our hybrid course, as some instructors do not include this in their sections.

- Communication with department directly.

- When the other school doesn't have a comparable course, so the credits are simply 3 credits of electives.

- So far I have not heard of any problems.

- We have a very broad list of general education courses to choose from- this is a problem for 4 year institutions who have a narrow list or core curriculum. 4 year institutions don't like to accept our higher level courses within a major, preferring to teach those themselves. We have a very unique grading system with few penalties- we have no "D" or "F" grade- this make transfer occasionally difficult.

- Not enough general education only. Brookdale grading policy.. 4 year institutions may agree but randomly refuse to accept on a per student basis- Brookdale offers many advanced level courses (too many in the eyes of some 4 year institutions).

- Their need for students.

- Don't know.

- No problem to and from SUNY schools- articulation agreements in place. No problem to and from Western NY private school articulations. Occasional problems with small mid-western colleges with trimesters. Large problem accepting credits from proprietary schools.

- The nature of 4-year colleges in our system. The faculty tend to be elitist and look down upon Community College courses.

- None

- Mostly, it seems to be a question of whether the 4 year institution offers a similar/comparable course. For example, the Univ of NE system will accept a public speaking course because they offer one, but not the Written and Oral Reports because it seems to be a "technical" hybrid of a Business Communication Course and an English course.

- Very few. Acting courses don't count toward theatre majors, thought they will be taken as elective credit. Math- problems getting enough math courses in technical programs. We can't go beyond ~70 semester hours and electronics majors wind up not getting trigonometry.

- There was a lack of common course description. This problem is currently being resolved through common course number and description in all ND schools.
- None
- Quarter to semester hour equivalency and amount of course content in that time frame. Questions about credentials of faculty at Community Colleges. "Ownership" of courses.
- Lack of preparation by student.
- Familiarity with content. Consistency across faculty to cover prescribed material.
- Ph.D.'s should be teaching courses- if not (at least generally) they may not transfer.
- Some 4-year schools are unfamiliar with and skeptical of our texts for some courses.
- Perception that courses in 2-year college are developmental/remedial and not of same quality as A + S courses. Lack of assertive argument from 2 year faculty why courses should transfer.
- Some state schools are still on a quarter calendar.
- Differing course designs and requirements. Converting quarter hours to semester hours.
- Sometimes the 4-year institution considers a course- upper level - and will not accept it and does not view the 2 year institution as credible.
- None
- Don't know.
- None yet.
- Primary reason is lowered enrollment in courses (as above) at 4 yr. schools thus demanding 4 yr. f/t faculty to teach those areas. Lack of communication between counseling areas at both schools. Course here not in sequence with courses in a given curriculum.

- N/A
- Lack of knowledge about courses. Belief by some that 2 year college courses are not rigorous.
- The four-year institutions don't have similar courses or categories. Application of technical or occupational courses to a four-year degree.
- I don't know that there are major problems. I know it is priority that our courses do transfer without problems.
- None
- Differences in syllabus order (same material but different presentation).
- To what extent, I'm unsure, however some 4 year institutions offer the same course we teach at a freshman/sophomore level, as a junior/senior level course, therefore students may not be allowed to transfer that in as upper level course work.
- We have few problems due to the transfer policies imposed by SACS.
- Very little problem transferring courses, it's the students who have the problems when going from a junior college to a 4-yr. institution.
- None
- None
- I am a fairly new part-time faculty member at my Community College. However, I also teach part-time at the local university where many students transfer. I am unaware of the transfer procedures between the two institutions, but I am concerned with the out-dated material and curriculum at the Community College compared to the university's course work.
- Lack of communication to advising faculty- full + part time. Lack of formal communication with four-year advising counselors and department chairs. Lack of communication within the 2 and 4 yr. institutions.

- None
- None
- The four year universities set the rules they are not interested in 2 year input.
- None
- Institutional Turf Protection. Course Supervisor Arrogance.
- U of U allows only 3 of our courses to count toward the major because they want the FTE.
- Philosophical differences/biases. I teach Communication D. classes and advise in that major - most transfers are smooth.
- None
- Inadequate communication. Articulation officers often don't know what speech communication entails.
- None
- N/A
- Semester versus Quarter system. Inconsistent course descriptions. Lack of coordination between certificate/degree program here and liberal arts requirement elsewhere.
- Lack of recognition of the quality of teaching at 2-year schools. Course content which may not be equitable in development and/or rigor.
- That they may not accept the credit in the same area.
- Probably the transfer institution's belief that the student have the course at the transfer school. The student's decision to change majors thus making some courses less transferable (e.g., a student changing from an A.A. to an A.S., or from an A.A. to A.A.S). Some distant schools might be less willing to transfer our courses than schools in the region. But overall, I perceive the transfer process to generally be a smooth one.

- We don't usually have trouble. The only difficulty seems to come when we teach something at the freshman or sophomore level that they teach on the fr and sr level. Even though the course content and text may be the same, they don't allow it to count as an equivalent because it is of lower class.

- Job protectionism.

- Inaccurate research done with community college research.

- Courses freshman/sophomore level - won't transfer to fulfill requirements if at transfer university it's junior/senior level.

- Our courses transfer quite well except for those in Applied Science- (e.g., bookkeeping, physical therapist assistant, legal studies, hotel, restaurant, mortuary science, and office technology).

- Lack of understanding (on part of 4 year institutions) of quality offered in the 2-year school).

Appendix F

Developing New Communication Courses

- College wide curriculum committee- a proposed course in the academic division would be required to be transferable.
- Generally don't transfer so don't worry about it.
- How a course will transfer is an issue that is addressed. First research is done to determine if similar courses exist at the universities and how the new course might transfer.
- Looking at four year curriculum.
- We look at the ability to transfer. First our students are too degree oriented. They are unlikely to take a course that will not transfer.
- We're lower division only. Newer course in intercultural communication will transfer but rarely fills university diversity requirement.
- Don't know.
- There hasn't been a new course in years.
- If course is offered at 4-year institution.
- First department reviews are conducted to discover course content, 2nd transfer institution's catalogues and course descriptions are matched, 3rd new courses and curriculum are outlined and submitted for approval to GWC's curriculum committee. The hang up is in the legality of requiring prerequisites based on levels of speech proficiencies, since no oral instrument has been approved by the State Board of Education.
- We must check to see if a local 4 year college offers the course. We must have/establish an articulation agreement with them.
- State guidelines are quite clear and specific.

- If we can get UC or CSU "comparable course" we have few problems- courses that don't transfer seldom "make."
- Committee
- Transfer agreements very important to us.
- N/A
- These things are important, but often courses are accepted because of monetary popularity- particularly those with heavy ESL popularity.
- Must show at least one local 4-year college has the course lower division.
- Proposals to division chair, then to campus articulation officer.
- When developing an Intercultural at SRJC we made sure our course met both state and CSU transfer requirements. We invited counselors from these institutions to our development sessions.
- A very slow process. Dept. generates courses they get approved by division, then college, then after a year are on the curriculum. Then articulation agreements developed via articulation officer and senior institution.
- We have an official administration person who negotiates articulation and coordinates with us (the faculty).
- By building a cadre of "core curriculum" courses in the community colleges, we are satisfying articulation and transfer issues.
- N/A
- State common course numbering articulation system.
- Each community college campus has a curriculum committee which does initial evaluation. It then goes to a system-wide articulation committee which approves or denies.
- Done through departments then all-college committee.

- Illinois articulation Initiative through State Board of Higher Education works well-written policies. ILL communication college board identifies course list. Counselors/faculty work well together.

- We have a curriculum commission. All new courses must be approved by the this commission.

- Must be approved by the state of Illinois.

- Articulation is a required issue to address in developing a new course. We must find this course taught at a 4-year school as part of a freshman/sophomore- level curriculum.

- There is a formal process where transfer approval is obtained before course is ever offered to student.

- College wide curriculum coordinating committee in cooperation with a college appointed administrator and staff for this purpose.

- No problems so far.

- For awhile we worked on committees across the discipline- and we began to address these issues. The speech committee has not met in over a year- and many issues related to articulation simply have not been addressed.

- Not at all. Change does not happen here. Change would mean doing things differently, and that has to be BAD.

- We are limited and somewhat "controlled" by the whims of the four-year institution.

- With each school on an individual basis.

- All new course proposals are evaluated for transferability. If we can't show that there are similar courses at the universities and that our course will transfer, our proposals are not approved.

- Articulation and transferability of all new courses must be investigated prior to approval of new courses or course modification.

- We have to go through two processes. First, we write all of the primary colleges in the state to see if they will accept the course work, and second, we then write to the state board of education for approval.
- High level of concern and consideration. In fact, this is really the first consideration when developing a new course or "taking on" a course that is already in the catalog.
- We usually don't offer a course unless it will transfer to U.K.
- We plan ahead before offering a course and make sure we know who will accept it and for what majors.
- Formal meetings.
- They are not addressed.
- System level discussion. There is virtually no departmental discussion between us and major institutions.
- N/A
- All General Education courses must transfer.
- They aren't. We have a strong program.
- We will not offer a course unless we know it will transfer to the University of Maryland College Park. This is not true in some of the career/technical curricula. It IS true in our dept.
- They are not being addressed at all.
- A key issue.
- I'm not really familiar with the process.
- We send the syllabi the course description the process of having the course accepted to the major transfer institution for their perusal and acceptance.

- Yes. One particular new course was designated an "honors" section of 101 for transfer, but it's not the same class.
- Ground work established by face to face contact and input with senior institutions in developing syllabi (i.e., check transfer).
- We don't look at transferability, we look at what courses will offer the best training to our students.
- Are new courses consistent with the Minnesota Transfer Curriculum goals and competencies.
- They are THE major issues. It is almost all we discuss when proposing new courses.
- Very important- we must prove transferability before approval. Many courses are turned down because of this issue.
- It all depends on how well it is articulated.
- Don't know.
- These are considered when new courses are only in the discussion phase, but the Curriculum Development Committee handles this as well.
- We offer only one course that is only on our campus. It will transfer as an elective.
- We interview the senior colleges explaining our intended new courses- we develop the courses to fit our needs and suspend their concerns.
- The communication department develops the articulation process and uses it to contribute to the implementation of a new course.
- Approval by chair at the 4 year.
- Articulation agreement generally covers them.
- I don't know. But I believe that these are done through the Dean of Art and Sciences and higher level staff.

- There is a new curriculum development process that ensures that the faculty member talk to 5 of the top primary transfer institutions before course is approved.
- We are just exploring possible "high tech" based courses- to date- our entire campus is not on-line! Cannot report- but we are hopeful!
- Have not offered any for awhile.
- Don't know.
- Transferability is built in to new course proposals.
- Not relevant. We are a Community College and like most of them, we're hanging in there.
- N/A
- I'm just learning myself!
- First, why would a 2-year college- ostensibly focused on fundamentals- engage in developing very many new courses? But to answer- we look at other institution's catalogues for similarities and we ask questions.
- Courses must be transferable.
- Curriculum Committee carefully screens all transfer courses to examine acceptability and applicability to four year institutions. The state of Ohio has a transfer agreement between all public institutions. This agreement known as the Transfer Module ensures transferability of general education courses for all public institutions. Unfortunately, oral communication courses are not defined for use in this agreement.
- We explore the transferability.
- Yes, if there is no demand for a course why would we offer it.
- Through a curriculum review committee composed of persons from the main Kent campus as well as branch campuses.

- We read college catalogue course descriptions, talk to instructors at 4 year colleges nearby, and examine texts used at 4 year colleges.
- Not addressed.
- We have encountered no cause for concern. Our courses have almost always been accepted then again I resist the urge to develop lots of weird courses. We do the basics.
- Must get approval from TCOM department at OU Athens.
- We have a transfer director. That person negotiates.
- Faculty, Dean, Administrators consult with 4-year institutions.
- They are required aspects of course development- if it don't transfer it don't fly.
- Pretty much done on statewide committees and various types (ad hoc usually).
- At present time this issue is not addressed other than in basic cores, academic area (i.e., basic speech course) as part of a degree.
- Never attempted.
- I work with people at the four year colleges, especially before offering a course.
- We would like the course to transfer, but our focus is more on what is best for the student in her/his program of study here in our technical school.
- We look at the course offered in the senior institutions and develop new courses with those considerations and also our own needs.
- Unfortunately, due to the poor quality of students and the low probability of them leaving Laredo, the minimum Fundamental class is the only course offered. The mentality is: just provide them with what they need to graduate with for their AA degree. Communication skills are seen as important but when it comes to actually supporting an interpersonal or small group course the needed support disappears. We are also understaffed. This poses another set of problems. I am adjunct faculty, teaching 3 classes and I have over 90 students.

- They must be listed in the Community College General Academic Course Guide Manual for approved academic transfer courses for instruction at Texas public community colleges. Approved by the Texas Higher Education Coordinating Board, Community and Technical Colleges division, Austin Texas. There is also a Curriculum Committee on campus that must review the proposed new course offering for curriculum change and must also be approved by campus Academic Council.

- Proposals must clear a district wide committee before being forwarded to the state coordinating board.

- All issues related to articulation and transfer are 1st discussed with the Dean and then the Director of Articulation.

- Unknown-sorry.

- N/A

- Academic and Business Organizations surveyed regarding communication requirements. Courses developed, changed or modified.

- I am currently pushing for new textbooks and materials and courses at the Community College that I know are being used and taught at the local universities.

- New courses are developed/written in a proposal and presented by division chair to a board; problem with this is this process takes months!

- State guidelines of approval.

- The departments looks at higher education requirements and we try to match- we offer different courses for 2-year degrees if we know they won't be transferring.

- Do not know.

- All new courses must be approved by a college-wide curriculum committee. They rarely approve a new course that is not articulated elsewhere.

- Administrators make the decisions based on political power. The interests of the student are ignored.

- I don't know. I'm new faculty this year.
- The dean of curricular services advises interested faculty to consult curriculum handbook to complete paperwork to be approved by designated administrators and brought before a curriculum committee and the administrative council which in turn is brought before the college board to be forwarded to the VCCS and SACS.
- Dean of Instruction and College Wide Curriculum Committee!
- We review what the 4-year schools accept. For example, we are adding 110 since more schools accept/require it.
- Don't know.
- It is part of the approval process. Required for every course.
- If the new communication course corresponds to the one offered at the University of Wyoming, chance of approval by the curriculum committee here, I think, is high. If the new course does NOT correspond to a University of Wyoming course, it still might be approved and added to the catalog but maybe tentatively tried out first a "topics" course. In other words, the course has a better chance of being added if it corresponds to a course on the books statewide at University of Wyoming. Once a year or so, Community College and University of Wyoming communication faculty get together to discuss articulation (sharing syllabi, etc.).
- Usually if we are proposing a new course we try to be sure that it will transfer as an equivalent to one of our 4 year feeder institutions.
- I usually as Curriculum head ask for meeting with Senior Universities.
- Must contact faculty and submit syllabus, if requested, and see how they will transfer course.
- Every new course is required to undergo a transferability survey before it is sent to the College Wide Curriculum Committee. Unless there is a special need for the course (e.g., in Mortuary Science or Office Technology) courses that will not transfer encounter difficulty in being approved.
- Informal surveys: studies of current catalogs of both 2 and 4 year schools in the state.

- All faculty are involved and then the case is presented to other departments.

Appendix G

Other Concerns

- Hard to keep non-transfer but discipline-centered courses to make enrollment. Students very transfer and time-centered. Many won't take a class unless it does articulate.

- The socioeconomic base of the community.
- The goals of the students.
- The expectations of the students.
- The rigger of the course.
- The tone of the campus: we are in college, new worlds to explore; we have nowhere else to go, extended high school.

- Lack of uniformity and standards. Some students get oral communication credit never having done oral presentations. Also, miss-assignment of faculty- people without degrees in Speech often assigned speech classes; can be a dumping ground for administrators.

- I've referred to these elsewhere. The central office for our system does not identify clearly their concerns in a consistent way; and provides only intermittent leadership in getting any of their concerns addressed on a system-wide basis.

- Not to my knowledge.

- N/A

- Students reverse transferring from universities to our community college. How do I know their speaking course prepared them for our programs?

- An instate articulation initiative is being explored but community colleges have to struggle to be represented on these panels. As the largest single campus community college in the United States (34,400 student this fall), we have excellent articulation/transferability and feel somewhat upset/threatened by what's happening.

- Heavy ESL contingency requires many remedial course offerings. Many students unqualified for transfer-limits number of offerings.

- Primarily, the problem of the administration not coordinating a formal process of communicating curricular and transfer issues to faculty and students. Not everyone is unaware of courses which transfer but most are.

- I hope my limited information was of some help! Best of Luck.

- My 2 year college on the main campus of U. of Cinti is open admissions. Consequently, many courses in my college are developmental/remedial. Those which are not communication focus more on practical application rather than theory, (e.g., my interpersonal course is skills oriented a+s interpersonal course is survey of empirical research). Consequently, a+s accepts my interpersonal as elective but not as substitute for their interpersonal course. This is probably correct. Our two colleges have different missions.

- Some four year institutions retest our students and make them take developmental courses before giving credit for other courses.

- The State legislature has mandated complete transfer among all state higher education institutions. I have been chair of the state speech committee where we have established the gen. education curriculum in speech. Contact me if you want more information.

- If educators do not resolve transfer issues, legislators will. We (the community colleges in Maryland) do not have strong working relationships with our counterparts at four-year colleges in terms of transfer issues. The problem, however, is not the relationships among, for example, speech colleagues. The problem lies at the level of chief academic officers and college presidents. If a college disdains community college transfer credits, so will its faculty. Those colleges who are community college friendly are accepting all of our credits. Others are not.

- Many of us do not define our field in a consistent and clear manner.

- Are we a social science and/or a humanity?

- How are theatre and drama courses considered for transfer?

- Can other disciplines adequately provide oral competencies? (University of Virginia).

- What role has media, telecommunications, and mediated communication?
- Expanding the courses (100 and 200 level) which will transfer to 4-year schools.
- None
- I think one problem is the course numbering system. For example, the intercultural communication course at our school is communication 200. Some senior-level schools may insist that this course is a junior or senior level class, and not accept ours. However, the information taught is on a level comparable to the university.
- There are now state mandates about what is transferable prima facia.
- Students who want credit for communication courses because they have had military workshops, 2-day workshops, etc. or courses in sociology and anthropology.
- Teaching courses under false pretense of transfer. Some lower level (or remedial) courses need to be taught but honesty with students vital.
- It is really inspiring that tech colleges, community colleges, and state university speech folks are beginning an open discussion on the issues. It is, still, the student's responsibility to find out what he or she needs!!!
- A major problem is proprietary school transfer. Many students leave after 1 year and come to a public institution.
- Not really.
- See IGETC from California.
- Some of my information may soon be out of date. Changes in personnel at the campus level and state level have produced initiatives aimed at facilitating transfer and articulation.
- See previous answer bottom of p. 3.
- Our speech communication department does not work closely together. Our college is being restructured for the third time in five years and, as a result, our

language arts division (English, speech, languages, philosophy, and humanities) is split into two departments - English/speech and humanities. We are looking at fighting the dismantling or reduction of the liberal arts because the college is moving toward dominant technical majors/transfers. Faculty have not had a contract for 2 1/2 years.

- There is some resistance on the part of 4 year institutions to choose to accept sophomore level courses in to "core." I suspect they are seeing a loss of revenue as more students use community colleges for 2 years prior to 4 year transfer.

- None

- Primary concern in-house is need to communicate between departments what communication competencies are wanted for specific programs. This needs to be addressed to keep total programs attractive for transfer.

- None

- No

- Each state school has their own philosophy about speech-communication courses making it difficult for our college to create a course that is suitable to all:

    - IA State-basic course is public speaking
    - IA-basic course is rhetoric
    - UNI-basic course is hybrid

- Plus we have a 2+2 program with UNI so they do not want us to change our basic course.

- Concept of transferring quarter hours to semester hour institutions seems to be a concern of students- it is better to transfer out of a quarter system than to transfer into one!

- If four-year institutions think they can continue to reconfigure their curriculum and decide on their requirements without speaking to community colleges, they haven't heard the President's proposal, nor have they "read" the public's reaction to over-crowded four-year programs.

- No

- Most issues would be major related but not general education related. The state legislature in Minnesota has mandated the development of a transfer curriculum. When students fulfill the goals and competencies designated in the curriculum they are granted the 1st 2 years of general education requirements upon transfer to a state university. However, they are still held to the receiving institutions major requirements. I'm including an unofficial copy (yet accurate) of the MNTC guidelines- hope you find this helpful- best of luck with your dissertation.

- No

- Recruiting Multicultural speech communication majors.

- Assessing their communication skills.

- Developing curriculum for multicultural speech classrooms.

- Retaining multicultural students!

- Difficult for students to get some four year colleges to commit to programs prior to transfer. Thus they can't start to plan when they are enrolled here.

- It does not seem to be a concern. $$ are the only concern, keeping #'s high and salaries adequate. Education? What's that?

- Current upheavals in state funding and institutional turf wars.

- I t would be nice to have an updated articulation guide every year!

- Communication requirement should be 6 cr. (2 courses) instead of 3 cr. (1 course).

- Mainly it's a paper chase. Lots of forms to fill out, many approvals needed. Since we are a state institution, there is the obvious bureaucracy. We are also bound, somewhat, by decisions made by the four-year institution without consultation with us. (e.g., S.P. 231- Performance of Literature no longer "required" for secondary education-English majors, so shifted to an "elective" for arts and humanities). This reduces enrollment and changes the student population.

- Ineffective college counseling for students. A handful of people are supposed to know all course and their articulations for all departments. They don't, so it doesn't work.

- No

- Information changes and faculty and students are not updated.

- If a student plans to be a communication or theatre major, he/she needs to transfer after one year, rather than after two; otherwise, a four-year degree takes five years because we don't offer many of the first courses for majors.

- One university in our area developed a new communication curriculum with no regard for impact on students (took 5 years to complete) or on C.C.S. (Almost nothing in communication transfers).

- We have avoided many problems by adopting formal transfer agreements and by having university transfer counselors on our campus regularly to talk to students. For example, Kansas University has a transfer specialist on our campus 2-3 days a week throughout the school year to help students make plans. Also, we have a transfer office and full-time transfer specialist on our staff. Finally, we have just concluded a dual-enrollment agreement with K.U. that will guarantee "seamless" transfer.

- Don't know

- Faculty don't always have access to information about which of our 2 speech courses (students choose 1 of 2 courses offered) transfer as the required general education speech course at various schools. Advising is difficult and further complicated by the indecision of students about what school they want to transfer to. Students are typically advised into speech their first year before most students know where they will transfer to!

- How communication courses fit into the general education requirements at the universities is an important issue to us. We believe that every degreed student should be required to take a communication course. If a student cannot use this communication course to satisfy a general education requirement, we are then asking transfer students to take an extra course to earn their four-year degree.

- The difficulty lies in the wide variety of institutions to which our students transfer. Because each university has a slightly different policy in accepting transfer courses, advising students about the course work they should take can be problematic unless they know where they want to transfer.

- We have agreements with Senior Universities that they will not teach our level courses at the University Center. An administrator must guard this as we have had several violations. I teach a 200 level course in public speaking in the county for Oakland University. This protects them from charges of taking work from M.C.C. professors.

- Our communication major degree (A.S.) requires one writing course (of several required): either Introduction to Journalism or Writing for the Broadcast Media. However, when our students transfer to MTSU, they are forced to take a freshman level course called Media Writing which includes newspaper and television. I am working on getting this problem resolved!

Curriculum Vitae

Charles Jude Korn was born on January 1, 1962, in Washington, D. C., and is an American Citizen. He graduated from the Westford Academy in 1980. He earned his Bachelors of Science in Communications/Media from Fitchburg State College in 1984 where he graduated with honors. In 1986 he graduated from the State University of New York at Albany with a Master of Arts in Interpersonal and Intercultural Communication where he won an Excellence in Teaching Award, from the Student Association. He has completed course work towards a Ph.D., in Interpersonal Communication at Ohio University. Currently, he is Associate Professor of Speech Communication & Drama and Department Head at Northern Virginia Community College-Manassas Campus. He is committed to the research and teaching of interpersonal communication, including relational development and maintenance, intercultural communication, and speech communication theory and process. He has developed and taught courses ranging from critical thinking and writing to public speaking and small group communication at more than seven colleges and universities. He has presented articles at regional conferences and published two chapters in a scholarly book, Interpersonal Communication in Friend and Mate Relationships, examining friendship and mateship formation cross-culturally. He has been awarded and cited for his excellence in teaching at two different academic institutions. In 1993, he won Faculty of the Year at Northern Virginia Community College. Also, he has served as a consultant to several individuals and companies as well as presented workshops to various groups. Recently, he has completed a SACS review of the communication discipline, serving as the student outcomes assessment coordinator, and has reviewed several communication texts for publication.

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